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ABSTRACT

Designed for volunteer coordinators in Olympic College's Adult Education Volunteer Classroom Assistant Project, this handbook provides a rationale for each of the coordinators' responsibilities and details procedures for carrying out these functions. Section I provides an overview of the role of the volunteer coordinators, who are responsible for recruiting, training, employing, supervising, and rewarding classroom volunteers in Adult Basic Education (ABE) and English as a Second Language (ESL) classes. Section II focuses on volunteer recruitment, including information on maintaining mailing lists; samples of help wanted ads, news releases, posters, leaflets, letters soliciting volunteers from teacher education and foreign language departments and individual offices and agencies, and memos to instructors and volunteers; and a questionnaire to determine volunteers' reactions to the project. Section III contains information and forms pertaining to volunteer employment, covering application, interview, assessment, and placement procedures. Section IV contains a complete volunteer orientation guide, which includes handouts, information to be covered, exercises, discussion questions, and an evaluation sheet. In section V, information and sample forms are provided detailing the coordinators' responsibilities for volunteer supervision and maintenance of records. Section VI examines procedures for program evaluation. Finally, sections VII and VIII look at the needs for volunteer recognition and staff development. Recruitment mailing lists are appended. (AYC)

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OLYMPIC COLLEGE

Serving Kitsap & Mason Counties

Handbook for Volunteer Coordinators

Adult Education Program

JC 840 425

Equal Opportunity College

OLYMPIC COLLEGE
ADULT EDUCATION
PROGRAM

HANDBOOK FOR COORDINATORS OF ABE/ESL CLASSROOM VOLUNTEERS

This handbook was developed with funds provided by the Washington Superintendent of Public Instruction under a grant from Section 310 of the Adult Education Act.

C. Russell Koehler
Olympic College Advisory Committee
for Adult Education
Bremerton, WA 98310
May, 1984

CONTENTS

		page
I.	THE COORDINATOR OF VOLUNTEER CLASSROOM ASSISTANTS	1
II.	VOLUNTEER RECRUITING	2
III.	VOLUNTEER EMPLOYMENT	29
IV.	VOLUNTEER TRAINING	38
V.	VOLUNTEER SUPERVISION AND RECORDSKEEPING	39
VI.	VOLUNTEER PROGRAM EVALUATION	48
VII.	VOLUNTEER RECOGNITION	52
VIII.	STAFF DEVELOPMENT	54
	APPENDICES	55
	Mailing Lists	

I

THE COORDINATOR OF ABE/ESL VOLUNTEER CLASSROOM ASSISTANTS

Rationale: Good management dictates that whenever tasks are to be accomplished or coordinated someone be assigned the duties. Volunteer ABE/ESL Assistants are to be recruited, trained, employed, supervised and rewarded; therefore one individual should be assigned to coordinate and/or carry out such duties as a part of other regular duties involving adult, continuing education and community services at Olympic College.

Procedure: A regular employee of the Division of Adult, Continuing Education, and Community Services shall be appointed as the Coordinator of of ABE/ESL Volunteer Classroom Assistants. Said employee shall be assigned to carry out all duties except those otherwise specified as indicated in this handbook as a part of regular duties. It is estimated that such duties will require approximately five to ten hours per week when the Volunteer Program is in full operation.

II

VOLUNTEER RECRUITING PROCEDURES

Rationale: It should be recognized that volunteers will not materialize unless program publicity takes place. The procedures indicated, therefore, are for the sole purpose of providing publicity so that concerned citizens will become aware

a. that volunteers are needed,

b. of the duties that volunteers may perform,

c. of the amount of time required,

d. of the locations where volunteer classroom assistants work, and

e. that no special skills are involved and that training is provided.

Procedures: It is generally known that mass media, mailings, and printed materials, though having an impact, are less effective than word-of-mouth for actual recruitment purposes. Therefore, the heart of volunteer recruiting efforts, when a program has been established, should be to ensure that current volunteers are experiencing satisfaction and to encourage the volunteers to recruit their friends and acquaintances. Accordingly, when performing other procedures in this handbook, every effort should be made to ensure that volunteer recruitment is kept uppermost in mind. E.g., a goal of the orientation procedures is to ensure that volunteers will experience satisfaction, a goal of supervision and coordination is to ensure volunteer problems are resolved and satisfaction is maintained, a goal of followup procedures is to ensure that problems are resolved and satisfaction was experienced, and a goal of volunteer recognition is to ensure that volunteers are rewarded, thus satisfied.

Mass media and printed recruiting materials are considered of secondary importance in recruiting to the above: their purpose is to ensure the program remains visible to the public in general so that when a potential volunteer is personally contacted, the contact represents a program with a ring of familiarity.

Mass media and printed recruiting materials, therefore should be developed and distributed in a fashion to maintain regular program visibility. To accomplish this, a plan (p3) should be followed. A log sheet should be developed to accompany each media item and used as a record sheet of item use and effectiveness.

Recruiting procedures (continued)

The following plan for distribution of printed recruiting materials is keyed to a repetitive activity over the time frame of one complete cycle per college quarter--repeated four times per year.

Activity	Illustrated on Page No.	Accomplish During Qtr. Week No.	Calendar Date Due
1. Copy this page. Enter specific dates for the quarter on the copied page. Use the copied, annotated page as a master plan for the quarter.	N/A	1st week	
2. Update mailing lists using information accumulated during previous quarter.	N/A	1st week	
3. Mail volunteer solicitation letter to agencies with poster/leaflets and poster/folders.	20(letter sample) 13(poster/leaflet) 15(poster/folder)	2nd week	
4. Mail intern/work-study solicitation letter to educational institutions with poster/leaflets and poster/folders.	18(letter sample)	3rd week	
5. Submit help wanted ad to newspapers.	8(cover letter) 6(ad sample)	4th week	
6. Submit memo to current volunteers and teaching staff.	22,24(memo samples)	5th week	
7. Submit news release with current volunteer names to newspapers.	11(sample release) 8(cover letter)	6th week	
8. Submit news release requesting more volunteers.	9(sample release) 8(cover letter)	7th week	
9. Submit help wanted ad to papers.	6(sample ad) 8(cover letter)	8th week	
10. Submit news release noting volunteer orientation meeting date.	10(sample release) 8(cover letter)	8th week	
11. Mail followup letters to current volunteers and those who have stopped working.	26(Sample letter) 27(questionnaire)	9th week	

Maintenance of Mailing Lists

Rationale: Since program publicity efforts require periodic mailings of printed materials to wide audiences, efficiency dictates maintenance of mailing lists.

Mailing lists were developed at the initiation of the project and are appended at the back of this handbook.

Procedure: The mailing lists will be entered and maintained in electronic word processing memory storage. When correspondence, phone calls, visits or returned mail indicate an error in the mailing list, the hard copy will be annotated. Once per quarter, the annotated lists will be used for memory storage correction. After correction, the new hard copy will be printed and used to replace the lists currently appended to this handbook.

SAMPLE
VOLUNTEER RECRUITING MATERIALS

Item Type: Newspaper "Help Wanted" Ad

Time Frame: Mid-Quarter--one week in daily paper and/or two times in weekly.

Use/Distribution: See mailing list in appendix

Sample Item

VOLUNTEERS WANTED as adult literacy classroom assistants. No experience necessary. We will train you for this community service work in Olympic College adult literacy programs. Put your commitments to work helping people overcome functional illiteracy. Call 478-4839 daily 8-4.

SAMPLE
VOLUNTEER RECRUITING MATERIALS

Item Type: News Release to Newspapers

Time Frames: Timely, upon occurrence and/or two weeks in advance of event.

Use/Distribution:

Newspaper/media list in appendix

Item will have two parts: cover letter and news release. Samples follow.

Date

TO:

FROM: Name
Adult Education Volunteer Coordinator

Attached news item is submitted for your use. Please call 478-4839 if there are any questions.

Date

Volunteers Needed for
Olympic College Literacy Programs

Volunteers are needed to participate as classroom teaching assistants in an Olympic College project for improving the skills of functionally illiterate adults. The pilot project, sponsored by the Washington Superintendent of Public Instruction, is testing the concept of using volunteer workers to assist teachers in improving the instruction to currently large groups seeking help in improving functional reading, writing, and math skills.

Volunteers donate 2-5 hours per week in day or evening classes aiding teachers by working with individuals or small groups of students. Currently ten volunteers are working with five teachers after having received training at Olympic College in adult learning needs and methods of teaching adults. Teachers claim the volunteers have been "very helpful" in individualizing instruction and improving adult student progress, particularly in reading skills and English as a second language.

Information on upcoming volunteer training sessions is available from the Olympic College Adult Volunteer Program Coordinator at 478-4839.

Date

Training for Reading Volunteers Scheduled

Volunteer adult reading classroom workers for an adult literacy program at Olympic College will receive orientation and training at a workshop Wednesday, June 19, at the College Service Center from 6-9 P.M.

The workshop is designed to train community volunteers to assist in teaching reading, writing, and math to adult non-school graduates in classes at Olympic. No experience is necessary. Volunteers work an average of 2-5 hours weekly in evening or morning classes.

Further information is available from the Olympic Volunteer Adult Program Coordinator at 478-4839.

Date

College Relies on Volunteers

Six volunteers have worked successfully in adult basic education and English-as-Second-Language for three months in Olympic College classes as teaching assistants. The volunteers are Joe Ray, Jane Pete, Mark Jones, Al Right, Mary Left, and Marian Like.

Faced with low federal and state budgets and large demand for instruction for adult students in functional literacy skills, college teachers asked for help from volunteers to work with them in classrooms assisting in one-to-one and small group instruction. The volunteers, who had a wide range of backgrounds from Ph.D.'s to high school graduates and from homemaking to engineering, received training in adult student needs and instructional methods at an orientation and donated 2-5 hours per week each assisting teachers with the adult students in evenings.

Olympic teachers reported that volunteers were extremely helpful in individualizing instruction and that student reading skills, in particular, significantly improved as a result of the added instructional help. The program is sponsored by the State Superintendent of Public Instruction, and more volunteers are needed all the time.

To volunteer, contact the Olympic College Adult Volunteer Program Coordinator at 478-4839.

SAMPLE
VOLUNTEER RECRUITING MATERIALS

Item Type: Combination Poster/Leaflet

Time Frames: Quarterly Mailing plus Delivery to all Staff/Teachers/Volunteers

Use/Distribution:

The leaflet is mailed with a cover letter to all agencies on mailing list with a request that it be posted on a convenient bulletin board.

Additionally, each teacher/volunteer/staff member is provided with a few and asked to carry them at all times. When a friend with "volunteer interest" is enccuntered, the leaflet is used to indicate the need for volunteers, volunteer duties and schedules. It is given to the potential volunteer with remarks to "note lack of necessity for special skills--we train"-and the phone number at the bottom.

Sample indicated on following page.

VOLUNTEER TO BEAT ILLITERACY!

Volunteers are needed to assist Adult Basic Education and English-as-a-Second-Language instructors in Olympic College classes in:

Bremerton
Shelton
Poulsbo
Bainbridge

Volunteers
* coach individuals or small groups.
* help students practice functional reading, writing, and arithmetic.
* practice making speech sounds and conversation.
* assist with student assessment and placement.
* conduct drills and supervise seatwork.
* assist in arranging and conducting field trips.
* BRING VALUABLE RESOURCES TO ADULT STUDENTS.

Volunteers work 2 to 5 hours per week in morning, afternoon, and evening classes.

Volunteers are people who have a commitment to help others less fortunate than themselves. Many adults who were never able to complete school arrive at Olympic College to learn to read and write for the first time. Others who have immigrated to the U.S. from less fortunate countries find the American dream is a nightmare because, as adults, it is very difficult to learn a new, strange language and customs. All these adults have difficulties seeking jobs, learning to drive, shopping in supermarkets, reading application forms, and other daily chores we take for granted.

Volunteers should be over 18, high school graduates, and be able to speak and write English normally.

VOLUNTEERS NEED NO SPECIAL SKILLS! WE PROVIDE TRAINING!

CALL NOW!!
478-4839

OLYMPIC COLLEGE
Project Volunteer
13

SAMPLE
VOLUNTEER RECRUITING MATERIALS

Item Type: Combination Poster/Folder

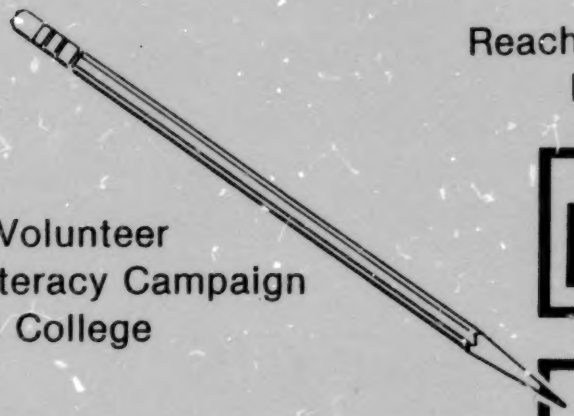
Time Frames: Quarterly Mailing

Use/Distribution:

Mailed (with cover letter) to all individuals & agencies on mailing list (includes physicians, social/welfare/ employment service agencies, volunteer agencies, service clubs, libraries, college/university co-operative education offices, university/college teacher education and language departments, churches, family service agencies, businesses, military Public Affairs Offices). Typically, about five or six will be included with each cover letter; letter indicates its use as poster or folder.

Sample indicated on following page.

Project Volunteer
Adult Literacy Campaign
Olympic College



Reach Out! Help an Adult
Learn to Read!

R

E

A

D

Volunteer as an adult teaching assistant!

... in Kitsap or Mason Counties!

No experience necessary. We will train you.

Put your commitment to work in a rewarding opportunity to improve the skills of those who need YOUR help to learn to read and write.

As a volunteer classroom assistant, you will work with professional instructors of functionally illiterate adults in Olympic College classes.
Call 478-4839 for more information.

You have the option of volunteering two to six hours a week- morning, afternoons, or evenings.

Project Volunteer for Adult Literacy is sponsored by the Washington Superintendent of Public Instruction.

PROJECT VOLUNTEER

Adult Literacy Campaign

an Equal Opportunity College

OLYMPIC COLLEGE

Need help to read? **Call 478-4839** **It's free!**

SAMPLE
VOLUNTEER RECRUITING MATERIALS

Item Type: Cover Letter Soliciting Interns from Teacher Education and Language Departments, and co-operative education depts.

Time Frames: Quarterly, approximately first third of quarter.

Use/Distribution:

Mailed with poster/leaflet to department executive officer. Purpose is to indicate that volunteers may be students wishing internship or work-experience credits.

Mailing list in appendix.

SAMPLE: (COVER LETTER SOLICITING INTERNS)

Date

Address

Dear _____:

This is to advise you that Olympic College's Division of Adult, Continuing Educaiton and Community Services uses volunteer classroom asssistants in Adult Basic Education and English-as-a-Second-Language classes. We solicit the possible use of interns from your program as well.

As with all ABE/ESL programs, low funding for services necessitates large classes with diverse groups of adult students at our institution. We have had great success in the use of volunteers in the classroom here, assisting teachers with one-to-one and small group tutoring, supervision of student project work, and conducting drills and conversational skills sessions, and other activities involving the general individualization of instruction.

As the enclosed poster indicates, our volunteers generally assist on a two to five hour per week basis. However, should you have students wishing to receive internship or work experience credit we would be able to place them for more hours to meet your needs. This may be of particular interest to those involved in adult education or language education. Please contact us at 478-4839 to place interns.

Sincerely,

SAMPLE

VOLUNTEER RECRUITING MATERIALS

Item Type: Cover Letter Soliciting Volunteers from Individual Offices & Agencies

Time Frames: Quarterly, approximately first third of quarter.

Use/Distribution:

Mailed with one copy of poster/leaflet and five-six copies of poster/folder. Mailing list in appendix.

Address

Dear _____:

This is to bring to your attention the strong need for volunteer workers to aid in overcoming adult functional illiteracy and ask that you place the enclosed materials in prominent locations.

Olympic College piloted and is continuing a program to aid in overcoming functional illiteracy by increasing our services in classrooms. In past years, low funding of Adult Basic Education programs has resulted in large groups of students with wide ability ranges assigned to individual teachers. Recently, we instituted a program to use volunteer assistance in the classroom to aid teachers with one-to-one and small group tutoring, supervision of seatwork, and conduct of drills and small group conversation and reading sessions. The volunteers were (and will be) trained in adult needs and methods here. The teachers have indicated surprising success in increasing student skills using volunteer help.

We want to continue this program and need more volunteers. Would you please post the flyer sheet in a prominent location and possibly place the three-part folders where they might be readily seen by interested volunteers--or possibly even unfold one and place it on a bulletin board? As you might note, the three-part folder is also used to attract the attention of non-readers you may encounter. Thank you.

Sincerely,

Name
Volunteer Program Coordinator

SAMPLE
VOLUNTEER RECRUITING MATERIALS

Item Type: Memo to Current Volunteers

Time Frames: Mid-Quarter

Distribution/Use:

Deliver (by hand if possible) to each current classroom volunteer with a few copies of the poster/flyer for them to carry.

Date

TO: Classroom Volunteer

FROM: Adult Volunteer Program Coordinator

SUBJ: Need for More Volunteers

First, we wish to thank you for your services thus far. From visits and conversation with your assigned teacher, we know that your services have been extremely valuable thus far. We hope you will continue.

Now that you have worked with the adult students for a while, we are sure you have seen the needs that exist. We ask your help in one more item: help us locate more volunteers like yourself. Attached are a few descriptive flyers. Please carry them with you--should you encounter a friend with an interest, please use one of them as a guide for explaining our program. Also, feel free to place one on a bulletin board where you work.

If you have a friend with an interest, please do not hesitate to provide us with his/her name and phone number (be sure to ask the friend if it's okay), and return this memo to me in my office or college mail box.

Potential Volunteer Name _____

Phone Number _____

SAMPLE
VOLUNTEER RECRUITING MATERIALS

Item Type: Memo to Instructors

Time Frames: Mid-quarter

Distribution/Use:

Deliver (by hand if possible) to each current classroom teacher, with a few copies of the poster/ flyer for them to carry.

Date

TO: (Name)

FROM: Adult Volunteer Program Coordinator

SUBJ: Need for More Volunteers

Now that you have worked with classroom volunteers for a while, we're sure you have seen their value. We hope to continue providing services--and to improve the training of volunteers.

We ask your help in locating potential volunteers for you and for otners to have to work with. Attached are some descriptive flyers. Please carry them with you and, should you encounter a friend with an interest, please use one of them as a guide for explaining our program. You may also place one on a convenient bulletin board in your church, club, or other location.

If you have a friend with an interest, please ask him/her to call us. Also do not hesitate to provide a name for us to contact by completing and returning this memo (ask the friend if it's okay) to me.

Potential Classroom Volunteer: _____

Phone Number/Address: _____

_____

SAMPLE
VOLUNTEER RECRUITING MATERIALS

Item Type: Volunteer Followup Questionnaire

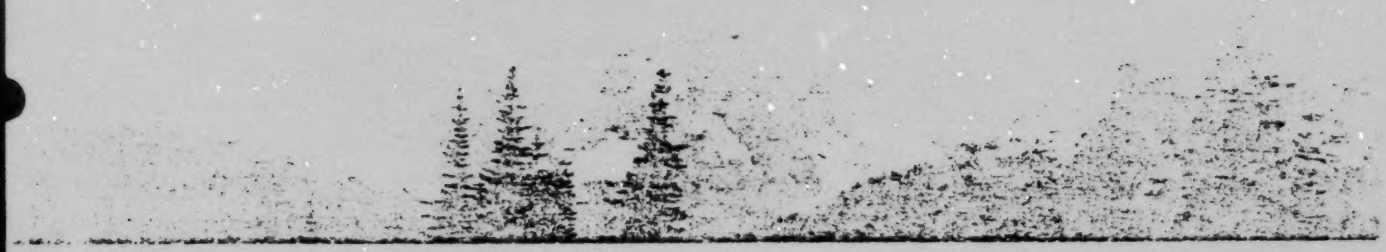
Time Frame: Near Quarter End

Use/Distribution:

Mail to each volunteer employed during the quarter, even if the person is no longer working. (The form requests information about how the volunteer liked the duties, how the situation could be improved, and requests additional names). Use a cover letter as shown on pg. 26.

Sample Questionnaire illustrated on page 27.

SAMPLE COVER LETTER



OLYMPIC COLLEGE

16th & Chester, Bremerton, Washington 98310

Date

Address

Dear _____

Again, we thank you for your volunteer service and hope that you continue with us.

It is important for us to now hear from you about your volunteer service: what you like about it and what you don't like about it--so that we may improve our association with you. If you are no longer working as a volunteer with us, we hope this letter finds you in good health and that we didn't fail you in some way.

So please, complete the brief questionnaire enclosed (it will take less than five minutes) and return it to us in the enclosed envelope.

Sincerely,

Name
Coordinator of Volunteer Programs

VOLUNTEER QUESTIONNAIRE

1. How many hours per week (on the average) have you/did you work in class as a volunteer? (check only one).

- ☐ 0 - 2 1/2
- ☐ 3 - 5 1/2
- ☐ 6 or more (how many?):_____

2. Type of class with which you spent the most time? (check only one)

- ☐ adult basic reading (entry to elementary level)
- ☐ adult basic reading (elementary to junior high level)
- ☐ adult functional mathematics
- ☐ English as Second Language
- ☐ other (specify):_____

For the remaining items, check as many responses as apply.

3. What type of activities did you perform? (number boxes which apply using rank order: 1 = most time spent, 2 = lesser time spent, etc.)

- ☐ coaching/tutoring small groups & individuals
- ☐ supervising & aiding in seatwork & problem solving activities
- ☐ assisting with field trips & special activities
- ☐ practicing conversational/speaking skills with students
- ☐ assisting with student assessment, placement, testing activities
- ☐ assisting teacher with materials preparation
- ☐ arranging/conducting short sessions on special topics of own expertise
- ☐ other (specify):_____

4. What would make your volunteer service more effective or rewarding?

- ☐ more frequent administrative contact
- ☐ more information about college
- ☐ more information about teaching methods/adult student needs
- ☐ working with a greater variety of students or subject matter
- ☐ working with a greater variety of teachers
- ☐ less student contact
- ☐ more contact with other volunteers
- ☐ other (specify):_____

5. What have you liked/disliked most about the volunteer work:

Liked_____

Disliked_____

(OVER)

Answer number 6 only if you are no longer working as a volunteer.

6. Why did you stop working as a volunteer (we hope it's not something we did or didn't do, but want to know).

- ☐ dissatisfaction with the type of work
- ☐ dissatisfaction with the students personally
- ☐ dissatisfaction with student lack of progress
- ☐ dissatisfaction with teacher or staff at Olympic
- ☐ financial, health, or other personal "beyond control" reason
- ☐ conflict with times assigned
- ☐ generally tired of the extra work
- ☐ unable to effectively do this kind of work
- ☐ not enough training provided
- ☐ other (specify):_____

THANK YOU VERY MUCH. PLEASE PLACE THE COMPLETED QUESTIONNAIRE IN THE STAMPED, SELF ADDRESSED ENVELOPE PROVIDED AND DROP IT IN THE MAIL.

GET SOMEONE ELSE INVOLVED IN FIGHTING ILLITERACY. IF YOU HAVE AN ACQUAINTANCE WHO HAS EXPRESSED AN INTEREST IN VOLUNTEER WORK, PROVIDE A NAME/ADDRESS AND WE WILL FORWARD INFORMATION.

Name of acquaintance_____
Address/phone:_____
_____
_____

III

VOLUNTEER EMPLOYMENT

Applicant Procedures

Rationale: Potential volunteers may make contact unexpectedly either through phone-in, walk-in, mail-in or contact with a staff member outside the office. A procedure should be in place whereby the potential volunteer is encouraged to apply and information is obtained about the potential volunteer.

Procedure: The Coordinator of volunteers will ensure that all members of the adult and continuing education office and instructional staff are aware of these formal procedures. When a potential volunteer calls or walks in, the individual will be

a. thanked and asked for name, address, and contact phone number, and this information will be entered in a log sheet (sample on page 31),

b. asked how he/she learned of the project,

c. provided with a brief (one minute) explanation of what is expected of volunteers,

d. mailed or given a copy of the volunteer handbook and application (sample follows), and

e. scheduled for an interview with the Director of Adult, Continuing Education and Community Services.

A potential volunteer who is identified outside the office by a staff member will be provided with the office phone number and encouraged to call or visit.

A potential volunteer who is identified through mail-in will be called (if possible) and the procedure above will be followed. If no phone number is known, a volunteer handbook and information form will be mailed to the individual.

Volunteer contact logs will be maintained in a separate file folder for a period of one year for use in annual program evaluations.

Volunteer application forms, when completed, will be placed in a file folder with the applicant's name entered on the file tab.

A checklist (p. 30) may be used as a guide to ensuring that all required volunteer employment steps have been followed.

APPLICANT CHECKLIST

Volunteer Name: _____

Initial contact date: _____

_____ 1. Log entry completed

_____ 2. Application form sent

_____ 3. Volunteer handbook sent

_____ 4. Application completed

_____ 5. File initiated

_____ 6. Interview scheduled

_____ 7. Interview completed (date: _____)

_____ 8. Scheduled for orientation

_____ 9. Orientation completed (date: _____)

_____ 10. Release sheet signed

_____ 11. Volunteer assigned to:

_____

(instructor and/or duties and times)

OLYMPIC COLLEGE ABE/ESL VOLUNTEER PROGRAM
APPLICANT LOG SHEET

	NAME	ADDRESS	CONTACT PHONE	HOW LEARNED OF PROJECT
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				

OLYMPIC COLLEGE
ABE/ESL VOLUNTEER PROGRAM

VOLUNTEER APPLICATION

NAME_____ PHONE: Day_____

ADDRESS_____ Evening_____

EMERGENCY CONTACT NAME_____ PHONE: _____

1. How did you hear about this program?

acquaintance ☐ newspaper ☐ other_____

poster ☐ leaflet ☐

radio ☐ TV ☐

2. How many hours per week are you willing to contribute as a volunteer (circle one): What days? What times?

3 4 5 6 7+ M T W TH F S Morning Afternoon Evenings

3. What type of volunteer job appeals to you the most?

Assisting teacher with adult:

English as a second language ☐

writing/spelling ☐

arithmetic ☐

reading ☐

Other activities:

volunteer support services ☐

typing & records keeping ☐

individual tutoring ☐

4. Education:

less than high school ☐ bachelor's degree ☐

high school graduate ☐ master's degree ☐

some college ☐ doctorate ☐

5. What volunteer work have you done in the past?_____

6. What paid or unpaid experiences do you have that are relevant to assisting adult ABE/ESL learners?

I hereby commit myself to volunteering in Olympic College ABE/ESL programs for the period of three months.

_____ _____

(signature) (date)

(OVER)

Most of our volunteers work with teachers in classes for adult functional skills. To help us place you with a teacher and with the kind of students where you would be best used, please consider your hobbies, interests, and special skills and check any items that apply to you. Add others!

____teaching
____reading and writing
____athletics and sports
____solving "math" problems
____foreign language(s)
____current events
____legal issues
____cooking
____shopping
____research and analysis
____keeping records
____budgeting, managing money
____mechanical, electrical work
____drawing, sketching, painting
____organizing
____making decisions
____
____
____

____fixing things
____driving a car
____gardening, landscaping
____pets, animal care
____camping, outdoor activities
____swimming
____hiking, bicycling
____decorating
____sewing, making clothes
____dancing, singing
____carpentry
____acting in plays
____leading discussions
____speaking to groups
____taking responsibility
____telephoning
____
____
____

What, in your background, might give you a better understanding of the type of clients we serve in Adult Basic Education and English as a Second Language Programs at Olympic College. Please explain:

_____

_____

- -

FOR OFFICE USE ONLY

VOLUNTEER ORIENTATION DATE:_____

VOLUNTEER ASSIGNED WITH (NAME)_____

ASSIGNED SCHEDULE:_____

Interview and Assessment Procedures

Rationale: It is possible that some applicants would be unsuited for working with disadvantaged students as a volunteer because of educational deficiencies or personal characteristics. A personal interview with each applicant is a means of assessing the candidate's educational and personal characteristics.

Procedure: Each applicant will be scheduled for an interview with the Director or an interviewer designated by the Director. Prior to the interview, the interviewer will review the applicant's information sheet. During the interview, an attempt should be made to assess the candidate's:

a. ability to communicate in clear, reasonably standard English (possession of a regional accent should not be considered a deficiency, particularly since ESL students need to "hear" a variety of accents for learning success.

b. reasons for volunteering. Though most candidates will be volunteers for good reasons, a few may not. Some possible "bad" reasons are:

   (1) working on a church "mission" (college classes are not a place for proseletyzing) or other worthy cause.

   (2) wanting to "meet people" or make dates.

   (3) wanting an occasional "place to go"--(the volunteers need to make a regular commitment).

   (4) selling business products or services (unethical/illegal).

   (5) wanting to learn more (a special caution: some possible candidates might be too nervous to admit they really want to be students).

c. commitment. The volunteer must be willing to make a regular commitment to work in a class for several months. Teachers with whom volunteers work must provide volunteers with initial training, and constant turnover of volunteers would be counterproductive.

d. special skills and interests. This is important in determining what duties the volunteer will perform with whom.

The interview sheet (sample follows) is to be used as a guide for assessing the volunteer's characteristics.

Upon completion of the interview, volunteers will sign the "Olympic College Volunteer Agreement" (sample follows).

OLYMPIC COLLEGE
VOLUNTEER INTERVIEW SHEET
ABE/ESL Classroom Assistants

Candidate's Name_____

Interviewer:_____

1. Can you tell me some benefits you would like to gain by working as a volunteer with our program?

2. Why do want to do this kind of volunteer work instead of some other?

3. If candidate has listed special skills or interests, ask "How do you see your using the skills (interests) you've mentioned in our program?"

   If candidate has listed no special skills/interests, ask "What do you believe you will bring to our students in the way of special skills, interests, or knowledge that you possess?"

4. Can you give a brief profile of yourself--background, places you've lived, kind of work you do, languages you speak, education, and so forth?

5. Do you want to work in a class, tutoring students--or would you rather do some other kind of volunteer work?

6. Would you be willing to help with the volunteer program outside the classroom as well as in--doing volunteer recruiting, student support, telephone work, records-keeping or telephone work?

7. How much time--and for how long--will you be with us?

Olympic College greatly appreciates the many volunteer contributions offered to it by various students, townspeople, and employees. For State Reporting purposes, it is important that the College have a record of all such contributions. Consequently, it is necessary that the statement below be completed appropriately.

- -

I understand that I am volunteering at no pay to _____

_____

_____

Signature _____ Date _____

Placement Procedures

Rationale: Volunteers who have committed to the point of completing the application form-- and who have not been rejected in the interview--need assurance that they will be used in productive capacities as soon as possible.

Procedure: Upon completion of the interview a volunteer is either accepted or rejected. Rejected volunteers should be thanked and advised that "this might not be the most suitable kind of volunteer work for you." If possible, they should be referred to another agency which uses volunteers in other kinds of work.

Volunteers who have been accepted should be told immediately who they will work with and when they will work.

The placement will be only with teachers who have requested volunteers or directly under the supervision of the Director or Coordinator (for those assigned to support work for students or volunteers, rather than classroom work).

Each volunteer will be required to attend an orientation and training session. The date and time should be set at the termination of the interview.

The volunteer should be placed in touch with the teacher with whom she/he has been assigned and advised that they must meet outside the classroom hours prior to just "showing up." If possible, the meeting should be arranged prior to the volunteer leaving the interview session, and take place at the Adult and Continuing Education Office.

The volunteer and teacher to whom the volunteer was assigned shall be contacted, preferably by visit to the class, within two weeks after assignment. The purpose of the visit will be to ensure compatibility of volunteer and teacher. Should a problem exist, a determination shall be made as to cause and appropriate solution: e.g., added training of volunteer, re-assignment of volunteer, and/or release of volunteer.

IV

VOLUNTEER TRAINING

Rationale: It is anticipated that most of the training will be conducted by the teachers to whom volunteers are assigned. However, certain aspects of College practice should be addressed prior to volunteers' beginning work. Additionally, an orientation session would help to overcome any apprehension a volunteer might experience.

Procedure: Prior to volunteers' starting work with a classroom instructor, they will be assigned to attend an orientation session lasting approximately three hours.

The Coordinator may conduct the orientation, but the Director and instructors are encouraged to participate as well.

The orientation guide which follows is designed to be used by the Coordinator only--or by The Coordinator, Director, and one or more instructors.

OLYMPIC COLLEGE
ABE/ESL PROGRAMS

VOLUNTEER ORIENTATION

As volunteers and staff members are coming in, milling around, etc., chat briefly with each, indicate that they should help themselves to coffee, etc., and sit anywhere.

Best seating arrangement is in a circle or square so all can see each other and the front of the room. The Volunteer Coordinator should be the only one up front at first--the Director and staff members should sit among the volunteers.

(Later, when they are addressing the group--they may either move to the front--or stand/sit in place)

THE VOLUNTEER COORDINATOR BEGINS:

--Thank all for coming, introduce self.

--Ask each person present to introduce self, beginning with a volunteer who seems most relaxed--or with the Director or a staff member.

HANDOUT NAME CARDS, ASKING EACH PERSON TO WRITE WITH A MAGIC MARKER THE NAME THEY WANT OTHERS TO CALL THEM.

--Give a brief overview of the program (very brief--more detail comes later in the orientation).

--The program started with requests from teachers for more help with large, diverse ABE/ESL classes.

--No funding was available to hire more teachers but the college was able to obtain a small grant to train and coordinate the use of volunteers in the classroom

--The program is unique in that most volunteer literacy efforts are concentrated on matching volunteer tutors with students--one-to-one--away from the classroom. This project places one to three volunteers with teachers and resources in a classroom to which students are used to coming.

ORIENTATION OBJECTIVES

THE VOLUNTEER COORDINATOR describes the purpose of the orientation.

HANDOUT SHEET WITH ORIENTATION OBJECTIVES TO EACH VOLUNTEER.

--Go over the six major goals briefly:

1. understand the nature of functional illiteracy.
   (We want to make sure that the volunteers know that a functionally illiterate adult is not necessarily stupid--there are often legitimate reasons why a person cannot read or write English--and a lot of frustrations for those people). Basically, we want the volunteers to understand the students.

   Ask if anyone has a friend or acquaintance who can't read very well.

   --If yes, do they feel the person has intelligence? (Usually, the answer is yes--if it's no, oops! Try again. Some may know of a mentally retarded person and want to talk about him/her. Indicate that retarded people can usually learn to read also--but need special hel

2. understand the Olympic College ABE/ESL organization
   (They should know who they'll work with--what they'll be doing--how to get help, etc.)

3. understand the needs and motivations of ABE/ESL students

   Ask them if they can imagine what problems they'd have getting a job if they couldn't read want ads? Couldn't read the application form? Didn't have a driver's license because they couldn't read the test? Didn't know how to read the labels on medicine bottles (vs. poison) for their kids?

4. Practice basic approaches to teaching reading
   (we want them to get the picture--the teachers will pretty well tell them what to do in the classroom).

5. understand duties, ethics, practice
   (so they won't get us in trouble)

6. know administrative procedures/policies
   (so they won't get themselves in trouble)

Orientation Objectives

Each volunteer will

1. understand the nature of functional illiteracy.

   a. State why some adults are functionally illiterate.
   b. Describe the difficulties faced by adult functional illiterates.
   c. Describe the difficulties in overcoming functional illiteracy.

2. understand the basic organization and functions of the Olympic College ABE and ESL programs.

   a. Name the key people on the ABE/ESL staff.
   b. Describe the types, locations, and general time frames of ABE/ESL program classes offered.
   c. Summarize the funding/budgeting problem.
   d. Relate the difficulties faced by ABE/ESL instructors in classes.
   e. Name activities which volunteers perform to assist ABE/ESL classroom instructors.
   f. State how the Olympic College volunteer program differs from other literacy volunteer programs.

3. understand the needs and motivations of adult learners in ABE/ESL classes.

   a. Describe the personal frustrations experienced by adult functional illiterates.
   b. Practice learning beginning reading and writing.
   c. Describe difficulties for adult beginning readers in making progress.
   d. Contradict the motivations and concerns of adult learners.

4. practice basic approaches to teaching reading.

5. understand classroom and teaching duties, ethics, and practices.

   a. state precautions in language to use with beginning students.
   b. describe the ethics of confidentiality of information.
   c. relate the role of volunteers and volunteer-teacher working relationships.

6. know administrative procedures and college policies.

   a. complete needed volunteer forms & logs.
   b. relate parking, smoking, safety, and related policies.
   c. state specific times/days of volunteer assignment and name of teacher to whom assigned.

Handout-1

THE NATURE OF FUNCTIONAL ILLITERACY

VOLUNTEER COORDINATOR DESCRIBES SOME REASONS WHY ADULTS ARE FUNCTIONALLY ILLITERATE--AND THEIR DIFFICULTIES:

----Some didn't have the opportunity to learn to read, write, or do arithmetic. (children of migrant farm workers, left school early to work (family poor), etc.)

---ask the volunteers: "When you were young, did your family ever move--- and you entered a new school, in a strange place--did you have trouble getting caught up, finding a new support group, etc? What would you be like if that'd happened to you a <u>lot</u>?

----Some had problems in school at early age-- got behind--never caught up--dropped out.

--problems may have been learning disability preventing easy assimilation of reading skills---or caused by lack of family support (no readers in family--or lack interest in reading in family--or social/ emotional pressures against school)--- or they got sick and missed a half year, year, etc.

----Some have another language as their native language--they immigrated here from Poland, Greece, Vietnam, or almost anyplace in the world. Of these, many are perfectly literate (and often highly educated) in their native language. Others can't read in any language.

---ask the volunteers: How well do *you* think you would function if you moved to another country--didn't speak the language--and shopkeepers, cashiers, service station attendants, potential employers, postal clerks, county tax collectors, etc. didn't speak yours--and you wanted to get a job in your own specialty???

<u>Difficulties/frustrations</u>:

--<u>uneducated, poor</u>. This is often a "which comes first, chicken or egg?" proposition. If you have no education, you are poor because you can't get a job-- and because you are poor you spend most of your time in "survival" activities, instead of learning to read.

--<u>motivation to learn is there</u>--they typically have no doubt they'd be better off if they could become literate, <u>BUT</u>

--<u>frustration/failure</u> is what they've experienced in school in the past (more often than not). When they were young, they "flunked" tests-- were told they "couldn't learn," or "were stupid." These "punishments" are still associated with "going to school," often creating actual fear.

--poor verbal communicating ability because speech learning has been totally associated with hearing--not reading--and they hear TV, radio, and acquaintances, who often talk colloquially or with "street talk."

--distrust of authority--but respect, because authorities are the bank teller who tells them their account is overdrawn, the policeman who gives them a parking ticket when they couldn't read the sign, the judge who fines them because they didn't pay the ticket they couldn't read, the clerk who tells them they are in the wrong line, all the people who "hassle" them--including the first grade teacher who told them they were "too stupid to learn."

--Extremely sensitive to others non-verbal expressions, gestures, moods, cues, intended or unintended--because they've learned to communicate that way.

--alienated and often hostile, because everyone else is better off-- and things just keep getting worse for them no matter how hard they try. They always seem to have the bad luck and everyone else gets the breaks.

--values may be different from that of volunteer assistants--failures caused by "bad luck" or other external factors--success/non-success seen as not due to personal actions but as actions of others upon them. And they bring a world of adult experiences to school with them.

--low self-esteem or negative self-concept because they are not successful and because teachers, others have repeatedly criticized them.

THE VOLUNTEER NEEDS TO REMEMBER THAT THE STUDENTS THEY ENCOUNTER HAVE RETURNED TO SCHOOL--THEY WANT TO LEARN--BUT THEY HAVE A LOT OF PERSONAL OBSTACLES TO OVERCOME.

AS THEY EXPERIENCES EVEN MINOR SUCCESS IN THE CLASSROOM, THEY TEND TO BECOME MORE MOTIVATED.

AT THIS POINT, HAND OUT THE U.S. NEWS ARTICLE. GIVE THE STUDENTS ABOUT FIVE MINUTES TO READ IT--THEY CAN GET ANOTHER CUP OF COFFEE, RUN TO THE REST ROOM, ETC., AS WELL. WHILE THEY ARE READING IT, WATCH FOR THE OCCASIONAL VOLUNTEER WHO, HIMSELF, HAS READING DIFFICULTY (SOMETIMES PEOPLE WHO NEED TO BE STUDENTS SHOW UP AS VOLUNTEERS--BECAUSE THEY DON'T WANT TO ADMIT THEIR REAL PROBLEM).

AFTER THEY READ IT, BRIEFLY DISCUSS THE 3rd TO LAST PARAGRAPH --ABOUT "TESTING"--

Ask the volunteers to compare how they feel about testing with how this woman felt.

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SLICE OF LIFE

What It's Like When You Can't Read or Write

BEYOND the glaring statistics showing that millions of Americans cannot read or write are private lives handicapped in countless ways by the lack of those basic skills. Personal relationships, family ties, chances for job success—all can suffer.

Inetta Bush, a 34-year-old Maryland woman, knows too well the toll that illiteracy takes on a person's dreams. Although she recently began a literacy course, she describes to a *U.S.News & World Report* staff member the many frustrations and disappointments she has endured over the years.

HYATTSVILLE, Md.

People talk about illiteracy like it was a disease. Well, it's more like a handicap that hangs on you from the time you get up till you go to sleep. I trust my common sense to keep me out of trouble from not knowing how to read and write. But that doesn't work always.

When I look at a printed page, all I see is jumbled-up stuff that don't make any sense. I'll try to read my horoscope, but it sometimes takes me 2 minutes to get through a sentence and by the time I get to the end, I've forgotten the meaning.

I get notes and report cards sent home from my kids' schools, and there's not much I can do with them. I stay away from school meetings and teacher conferences because, you know, you can't hide something like that from your kids.

It was my children that forced me to seek help. I look at my 17-year-old son and my 12-year-old daughter and I want to help them with their homework, but I can't. My son was supposed to repeat ninth grade for the third time this year, and he finally said he wanted to drop out of day school and take a night course to get his high-school diploma. I see my handicap being passed on to my son, and I tell you, it scares me.

When I was growing up, my own mother didn't know I couldn't read and write, even though she could do *both*. People ask how I could hide something like that from her. Well, I have a good memory and I just memorized everything—telephone numbers, street signs, calendars, bus routes, textbooks, record albums. I'd go in the grocery store with my mother's shopping list and give it to the man. He would tell me where things were.

I was pretty much ignored in school. Nobody ever tried to find out what I needed. I wasn't a troublemaker, so they kept pushing me from one grade to another, when I should have been moved back three or four grades. Once you find out nobody really cares, ain't nothin' to do but get away from it. You realize that you're not keeping up, and you get so disgusted. In junior high, I would get to school and then slip out. I found a job cleaning tables in a diner and quit going to school.

For years, I'd get on a bus and watch people read books and papers. I felt so out of place that I would get a paper and pretend to read. I would memorize words like *pizza* and *hamburger* and *steak* so that when I went to a restaurant I could look for these words on the menu.

What's the question? It took me four years to pass the written test for my driver's license. I knew the answers, but I couldn't read the questions. Finally, I just memorized all 72 questions and answers.

Being illiterate means that I have to be on guard all the time. I listen to the radio news to keep up. I trust my instincts and use my street smarts, but you can't be prepared all the time. I still get cheated or fooled. Drugstores give me the wrong prescription, or I buy the wrong phonograph record, or I end up on the wrong bus because I can't read good enough to follow somebody's directions. My bank account gets overdrawn because of problems I have making out checks and sending them to the right places.

Illiteracy has made big trouble in my personal life, too. I was once married to an Air Force officer who was brilliant. He would say, "Here's a book you've just *got* to read," but I wasn't into books and we just couldn't communicate on that level. He was always so far ahead of me that our marriage just fell apart.

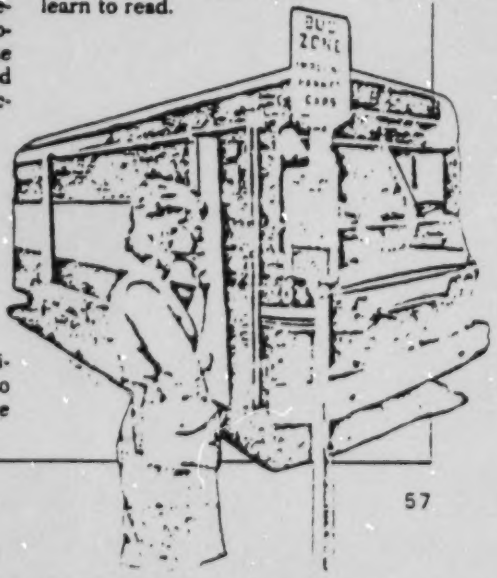
It's pathetic in this country how many people can't read or write. Half of them are women who are able to cover it up well. Society says if you can't read by the time you are 16, you aren't able to do it after that, no way. People tell you over and over that you can't do anything if you can't read, and you believe them.

I've always been able to work for a living, but I know a lot of illiterate people who end up on the welfare line. I have two sisters—my baby sisters—who can't read either. One is on welfare, and the other has a job cleaning office buildings. They can't apply for a better job because they can't even fill out the application!

I was scared to death when I first went to the literacy center for help. The people were so understanding, but when they said they wanted to test my reading ability, the word *test* just freaked me out, and I turned around and went back home. You can't imagine the terror that gets hold of illiterate people when they have to face those books again. They are afraid of failing, of being ridiculed like when they were children.

I used to go out and buy novels. I got a whole bookshelf that I keep dusted off. I want to read them someday. I especially want to read the Bible through because if you can't read that book yourself, all you have is the opinions of others.

I earn my living operating machines that reproduce architectural drawings. I've been doing it for about 15 years, but I've gone about as far as I can go with my present skills. I've still got a lot of dreams and fantasies. I want to write poetry, design clothes, get a better job, make a better life. But I won't be able to achieve any of those things if I don't learn to read.



BASIC ORGANIZATION AND FUNCTION OF
OLYMPIC COLLEGE ABE/ESL PROGRAMS:

The VOLUNTEER COORDINATOR tells the volunteers that in a few minutes they're going to get into some info on how the volunteers will be working, but first

re-introduce the DIRECTOR, who is going to provide some information about the overall program.

THE DIRECTOR hands out the Handbook for Volunteers. and discusses various aspects--can be kept brief, because the volunteers will read the entire Handbook later.

Ask the volunteers to scan the contents for a minute or two--but don't try to read it all now--we'll cover various aspects of it as we go along, and point them out at the time

----Adult Education at Olympic College

pages 4-5 in Handbook

--The goal: reducing functional illiteracy in our District--Kitsap/Mason Counties.

Tell them the rough percentage of functional illiterates living here..

--the types of classes: describe the functional reading, writing, arithmetic, GED, ESL, U.S. customs, citizenship, parenting classes---

locations: on campus/off-campus

times: days, evenings

class sizes: 15-30

----Other ABE/ESL services (outside Olympic College)

page 5 in Handbook

--summarize these briefly--how they tie-in with Olympic College services.

ADULT EDUCATION

AT OLYMPIC COLLEGE

Adult Basic Education (ABE) and English-as-a-Second-Language (ESL) classes at Olympic College are for students least educated and needing instruction in the functional competencies of reading, writing and spelling, mathematics, and speaking English in order to improve self-esteem and become functionally self-supporting citizens.

THE GOAL OF THE ABE PROGRAM AT OLYMPIC COLLEGE IS TO REDUCE THE FUNCTIONAL ILLITERACY RATE OF KITSAP/MASON COUNTIES.

What Goes on Here?

Olympic College offers tuition-free classes to all wishing to enroll at the Bremerton Campus and at extension locations in North Kitsap, South Kitsap, and Mason Counties. Classes are:

1. Functional reading, writing, and arithmetic for adults at beginning and advanced elementary levels.
2. High school completion (GED) for adults who are beyond the elementary level, but didn't graduate from high school.
3. English-as-a-Second-Language classes, both for beginners and advanced students.
4. U.S. customs for the foreign born.
5. Citizenship preparation for immigrants to the U.S.
6. Functional parenting.

Instruction takes place throughout the year (though it is limited to the Bremerton Campus during the summer quarter). Since many ABE and ESL students cannot read registration instructions, they may "appear" for the first time at any time during a term--when they learn of the program. Classroom instructors usually help them with the registration process as "walk-ins".

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Classes take place during both day and evening times; a typical evening class will meet for two to two-and-a-half hours, two evenings a week.

The number of students in a typical adult class is large--often as many as thirty and seldom fewer than fifteen. Within a class, instructors meet with walk-ins and assist them in completing the registration. Students are also assessed to determine which class would be most beneficial and to have a "starting-point" record.

As teaching progresses, students are given frequent progress checks (not tests, if you please), but never "graded". Checks of progress--and post-assessments at end of courses--are used to record results of the program and to advise students of next steps to take.

What Goes on Elsewhere?

A great deal of less formal adult basic education takes place in Kitsap and Mason Counties. Some is coordinated by various agencies. Nearly all of this community education is conducted by volunteers who work as tutors with individuals to teach basic literacy, functional mathematics, functional English-speaking, and job-seeking skills (as examples). Much of the tutoring takes place in homes of volunteers and learners, in church meeting rooms, and in "borrowed" rooms in libraries and elementary schools.

Many of the volunteer workers learned of the need for their services through organizations to which they belonged, or through church groups. At the present time several groups, in particular the Kitsap Literacy Council (a chapter of the National Laubach Literacy Society), and the Family Service Center at Naval Submarine Base Bangor, are particularly active in coordinating networks of volunteer tutors and learners.

The Literacy Council estimates that close to two hundred volunteers are active under its auspices in Kitsap County. Additional estimates indicate as many or more individual tutors are working independently of any agency in Kitsap County.

Often tutors begin working with a functionally illiterate student and are able to raise the student's abilities or confidence to a point enabling better success in a class at Olympic College. The student then enters a class, and the volunteer tutor begins work with a new student.

A GOAL OF THE OLYMPIC COLLEGE ADULT EDUCATION ADVISORY COMMITTEE IS TO IMPROVE THE COORDINATION AND COMMUNICATION BETWEEN THE VOLUNTEER NETWORK AND THE COLLEGE.

----ABE/ESL Funding Problems — page 6 in Handbook

--summarize the sources of funding to pay instructors/staff and the severe limitations.

--summarize the implications/results of low funding: few teachers, large classes.

----Need for Volunteers — page 6 in Handbook (The Bottom Line)

--indicate how, with large, diverse classes, teacher face problems in classroom management for efficient learning for all.

VOLUNTEERS--

WHY THEY'RE NEEDED

ABE/ESL Funding

Tuition is free for Olympic College ABE and ESL classes--the student do not have to pay to attend. Most of them are poor and could not afford the regular college tuition even though they need the education badly. (Five hours of instruction per week for a ten week regular college class costs over $200 per student to deliver).

ABE/ESL students don't pay tuition, but teachers must be paid, and school overhead must be paid; so where do the funds come from? Money is appropriated from the U.S. Treasury under the Adult Education Act--and the State of Washington adds to it.

Sounds good, but there's a problem. There is always a high demand for adult education classes and, historically, there has never been enough money appropriated and available to pay for enough classes to meet the demand--or even advertise what's offered.

The result....

few teachers, larye classes and, often, waiting lists of people wanting to enter classes,

and

a lot of people who need basic skills educaiton who haven't even heard about its offering.

The payoff, of course, is that those adults who progress from functional illiteracy to functional competency earn incomes and return far more in taxes paid to the treasury than it cost to educate them.

The Bottom Line
(In the Classroom)

With large classes, teachers are often faced with very diverse groups of students. An ESL teacher might see students ranging from "yesterday's arrival" from Central America who speaks not a word of English to a "yearling" from Hungary at an advanced English level. ABE students might range from one who can't spell his name to one who can read at a seventh to eighth grade level. Students may arrive at any time during a term. The diversity among students places a real strain on the planning and conduct of classroom learning.

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AT THIS POINT, THE DIRECTOR TURNS THE FLOOR BACK TO THE VOLUNTEER COORDINATOR:

Still using the Volunteer Handbook, the COORDINATOR goes on with:

----What Kind of Help Can volunteers Provide ? — pages 7,8,9 of Handbook

--First, it's important to understand that volunteers really do not have to be trained, experienced teachers: — page 7 of Handbook

Look at the bottom of page 7:

NOT ONE TEACHER ASKED FOR A SUBJECT MATTER EXPERT OR TEACHING EXPERT.

They did ask for people with the characteristics like those at the bottom of page 7.

--Second, look at the list in the middle of page 7. These are things the teachers thought volunteers could help them with--so that students would make faster progress in the classes.

Go over the list with the volunteers--ask them, if some one gives them some tips on how and some materials to use and 2 or 3 students, do think they could tutor reading or arithmetic?

Particularly if someone is there to resolve difficulties

--Now, have the volunteers look over the lists on handbook pages 8 and 9. Take a couple of minutes (again, watch for the possible non-reading "volunteer").

Ask them to think about these duties--none of them will be asked to do all of them--rather they will be ask (later) which of them they feel best about--and then we will match them with an appropriate teacher/class situation.

AT THIS POINT THE STUDENTS MIGHT WANT A BREAK. TELL THEM (WITH A SMILE) TO COME RIGHT BACK IN FIVE MINUTES (OR TEN IF THINGS ARE GOING QUICKLY).

YOU ARE GOING TO GIVE THEM SOME FUN THINGS TO DO, RIGHT AFTER THE BREAK--and they'll get some practice on working as a volunteer as well.

What Can Volunteers Do?

Volunteers can help classroom teachers with the learning process in the classroom and with classroom administration. With the wide range of educational levels and abilities present among ABE/ESL students, often many of the students are ahead of or behind the teacher-student mainstream of activity. For example, a volunteer assistant can work individually with a new arrival in the classroom to help assess his/her abilities and educational level--while the teacher continues working on a lesson with other students. Alternately, a volunteer can tutor individuals or small groups or coach them through problem solving activities while the teacher works with other groups. Other volunteer activities might include supervising students on reading and writing assignments or talking with students on subjects in your own area of expertise--adding to the resources the teacher brings to the classroom. On the next couple of pages are lists of activites volunteers have already performed. No one volunteer does all of the duties, but each one acts in capacities within their abilities. ABE and ESL teachers, when surveyed, indicated a real need for volunteer help in all of the following ways:

a. acting as individual or small group tutors/coaches,

b. overseeing students in problem solving, special study, and progress checks,

c. adding resources the teachers don't have,

d. conducting supervised group sessions on special topics,

e. conducting supervised drill and conversation,

f. helping to group students, and

g. aiding in student confidence and self-esteem building.

When asked who could or should be a volunteer, not one teacher asked for a subject matter or teaching expert. They wanted people with:

COMMITMENT

ENTHUSIASM

COMPASSION

RELIABILITY

FLEXIBILITY

WARMTH

and above all, PATIENCE!!

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OTHER WAYS VOLUNTEERS HELP

Volunteer assistance is helpful outside the classroom in:

--telling other possible volunteers about the need for help.

--contacting the Literacy Council, churches, and other groups to learn more about what they do.

--volunteering to tutor in your home or a student's home.

--sharing your concern about funding ABE programs with local legislators.

--talking to members of your organization and to workers at your job about the needs for basic skills training.

--referring potential students and potential volunteers to Olympic College.

OLYMPIC COLLEGE

ABE/ESL Classroom Volunteer Job Description

Assists ABE and/or ESL teacher during scheduled class hours and at other times outside the classroom by tutoring or coaching individual students or small groups of students:

1. coaches or tutors individuals or small groups to provide reinforcement of learning, review or subject enrichment;
2. corrects student work;
3. helps students practice reading, spelling, writing, making speech sounds, and solving arithmetic problems;
4. administers placement evaluations, formative and summative examinations, and followup examinations;
5. develops and uses lesson materials such as handout and overhead masters, flash cards and charts;
6. assists instructor in arranging and conducting field trips and inviting outside resource persons to class;
7. assists students in borrowing and returning materials;
8. advises classroom instructor of students with difficulties;
9. supervises student completion of individual assignments such as reading, writing and problem-solving activities.

May attend faculty meetings with supervising teacher, assist students with out-of-class difficulties or refer students to social agencies to remediate difficulties.

Works two to six hours per week on a regular basis with a teacher.

Must be 18 years of age or older, speak, read and write English fluently and conversationally, be responsive to the needs of disadvantaged, undereducated, and/or non-native-English-speaking adult students. Desirable to have some experience in working with undereducated or disadvantaged adults, some college education.

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ILLITERACY EXERCISE----

AFTER THE BREAK, THE COORDINATOR TELLS THE VOLUNTEERS THAT THEY ARE GOING TO HAVE SOME EXPERIENCE WITH BEING ILLITERATE--TO GET A LITTLE IDEA OF WHERE THEIR STUDENTS WILL BE "COMING FROM"----

----tell them they will experience some frustrations in the next few minutes--it's intentional--and they shouldn't get the feeling that we are trying to discourage them.

(we are also going to "set them up" for a few mistakes over the next hour or so--so they'll get a faster picture of how to teach reading).

THE COORDINATOR INTRODUCES THE INSTRUCTOR WHO WILL DEMONSTRATE THE ILLITERACY EXERCISE AND TEACHING-PRACTICE EXERCISES WHICH FOLLOW.

INSTRUCTOR ASKS THE VOLUNTEERS TO GET INTO SMALL "WORK GROUPS"--not less than three or more than five per group--four is ideal.

Tell each group to select a leader--who will generally tell the others what to do, step-by-step, with instructions provided.

Before you hand out the instructions, tell them that you want to give them the experience of what it's like to be illiterate. So, you've "invented" an alphabet that they won't know--it'll look like "gobbledegook" to them--just the way the English alphabet and words look to a non-reader.

NOW--hand a packet of cards to each group leader. Tell them to only look at the top card first, and not to let the group members to see any of the other cards until appropriate times. Also tell them that some cards have gobbledook on one side and "translations" on the other--so be careful as they progress not to let group members see the backs of the cards.

-----At this time, instruct the group leaders to read card number 1 and follow the directions, then to wait for your next instruction.

READ COMPLETE INSTRUCTIONS BEFORE STARTING:

1. Underneath this card are four more cards lettered A,B,C,D.

   Each card represents a packaging label from a supermarket--on one side the label is in English--on the other side the label is in gobbledygook.

   DO NOT LET YOUR "STUDENTS" SEE THE ENGLISH VERSION.

   Place the four cards, gobbledygook side up, and read this statement to your students:

"You went shopping for a can of chicken for your children. After wandering around for a while you came up with four cans. EACH ONE HAS A PICTURE OF A CHICKEN BUT YOU DON'T KNOW HOW TO READ THE LABELS. You will receive instruction in a few minutes on how to read. Your assignment will be to determine which label is the chicken."

(A)

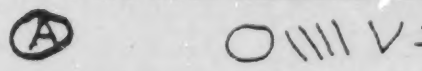
CHICKEN SCENT

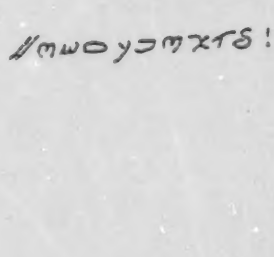
Fish Bait

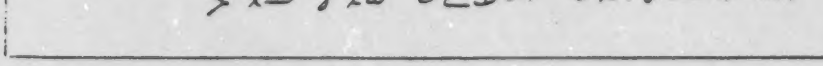
Directions: stir thoroughly
add 3 ounces flour
roll into 15 chunks
fry 6 minutes in oil
place 2 on hook
drop in water

Not for human consumption.

(A)







B

VALLEY FRESH
Boned & Chunked
CHICKEN

Net weight
12 1/2 oz. 354g.

Ingredients:
chicken, chicken
broth, & salt.

Mix with:
2TB mayonnaise
1 egg
dash pepper

to make:
3 servings

PRODUCT OF USA

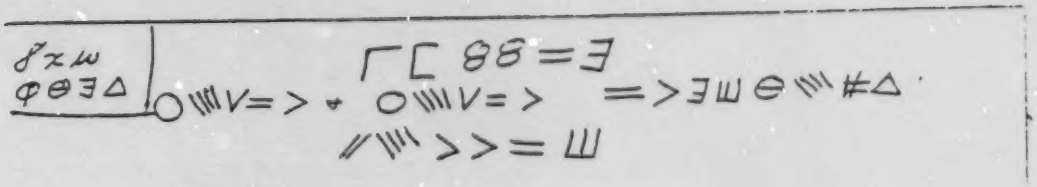
B

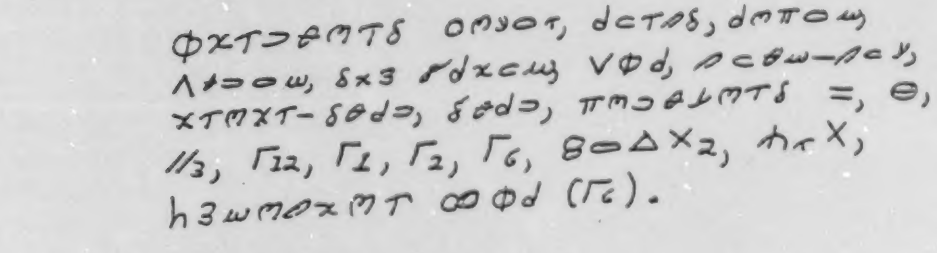
For Cats

BUFFET
CHICKEN & CHICKEN ENTRAILS
DINNER

Contains chicken, lungs, liver, water, soy flour, KCl, guar-gum, onion-salt, salt, vitamins E, A, D_3, B_{12}, B_1, B_2, B_6, $FeSO_2$, ZnO, pyridoxin HCl (B_6).

CAT FOOD By:
CARNATION





(D)

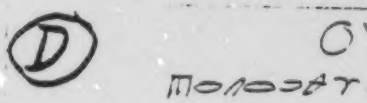
CHISCO

Vegetable Shortening

Nutrition:		Chicken-Frying:
portion:	12g(1TBS)	m 2 oz chisco
portions/can	38	in pan, heat to
calories	110	450, add 6 pcs.
protein, g	0	cnicken, fry till
carbohydrates	0	golden brown,
fat, g	12	20 min.
cholesterol, mg	0	

Ingredients, soybean oil, palm oil, mono- and di-glycerides, beta-carotene, & vitamin A.

(D)



>⊂⊃ωmbxT:		8ωmoℓ O\\\V=>:
Hxwbxt:	12ת(1TBS)	⊥ 2 oz. O\\\△ΦX
Hxwbxtδ/ΦΦT:	38	mT hΦT, σoΦ⊃ ⊃x
ΦΦdxωmoδ:	110	450, ΦOO 6 hΦδ.
Hωx⊃omT, ת:	0	OmyoT, δω3 ⊃mdd
ΦΦωTxσ30ωΦ⊃o	0	ת×dooT rwxΛT,
8Φ⊃, ת:	12	20 ⊥mT.
Oxdoδ⊃oωxd, ⊥ת:	0	

Φ×T⊃oT⊃δ: δx3 xmd, hΦdT xmd, ⊥xTx- ⊢ Om-ת3ΦoωmΦoδ, roσ⊃Φ-ΦΦωx⊃oTo, ⊢πm⊃Φ-⊥mT Θ.

After they've had a minute to sort this out, tell them the rest of the cards are flash cards they will use for teaching--and instruction cards for how to use the flash cards. (Have the group leader read card 2 to the other group members).

Tell them that they will have practice with several methods for teaching <u>beginning</u> readers--no one method is recommended over another, but it's nice to have a "bag of tricks" for use with students.

Also tell them they shouldn't worry about <u>memorizing</u> the methods--we just want them to get the general idea.

THE FIRST METHOD TO BE PRACTICED IS PHONICS--have the group leader place card 3 so all can read it.

DEMONSTRATE the method <u>ONE-TIME</u>--using your copy of card 4 (the letter C) for the whole class.

NOW have the group leader deal cards 4 through 9 to the group members. Each one of them will try to teach one or two letters to their group members for the next ten or fifteen minutes.

TELL THEM THEY CANNOT TAKE NOTES TO HELP REMEMBER THE LETTERS--a person who was illiterate couldn't .....

TELL THEM <u>NOT</u> TO GO PAST CARD 9 YET.

2. The remainder of the cards in this deck are of two types.

   One type gives instructions on how to use the flash cards to teach your students basic reading and writing.

   The other type is the flash cards themselves.

   It helps to keep the cards in the order in which they are numbered. That is, this is card 2. At this time go to card 3.

3. The PHONICS method. Following this card are several flash cards. To teach beginning teaders using the phonics method, try this:

   a. Show the letter C.
   b. Say "this is the letter C."
   c. Say C. (students repeat).
   d. Make the C sound (make a hard C sound--students repeat).
   e. Say "cat begins with C"(making a hard C sound).
   f. Ask "What other words begin with C?" (making a hard C cound).
   g. Ask "Which of these words begins with C?", and say:

      Cat
      Mat
      Can
      Car
      Pick
      Get
      Catch

   h. Ask "What words can you think of that begin with the sound of C?" Making a hard C sound).

4. Flash Card

C

c

5. FLASH CARD

T

t

6. FLASH CARD

A

a

T

7. FLASH CARD

N
n

T

7. FLASH CARD

N

n

9. FLASH CARD

E
e

9A. If "time" hasn't been called when you've gone through the 6 letters, it's a good idea to keep on practicing by flashing the cards through several times over--to see if you can get your students to memorize them.

(try sorting the cards into piles--the ones they remember and the ones they don't).

Don't let this go on too long--it is better to stop them before they have finished than to let them get all the letters memorized.

(They may complain about this, but tell them that you just want to "roughly go over several other methods"--actually you are setting them up for some frustration).

Have them look at card 10. It illustrates an approach to teaching SIGHT WORDS.

Demonstrate ONCE for the whole class--using your page with the copy of flash card 14--CAT.....

NOW have the leader deal out cards 14-20, ensuring that the group as a whole sees only the gobbledegook sides--each person in the group can see the back of his or her card, but no one else can.

REMIND THEM AGAIN....NO NOTES!!!

Give them about 10-15 minutes to try to memorize some sight words. Again, don't let it go on too long--we want them to get the feeling of frustration associated with trying to learn to read--and we don't want to give the "crypto experts" time to work out the alphabet we're using.

---

10. Teaching SIGHT WORDS: Following this are several flash cards to teach beginning readers some "sight words" Try this:

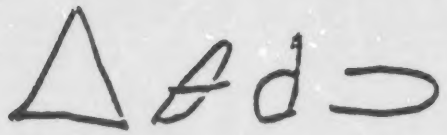
    a. Show CAT.
    b. Say "This is Cat."
    c. Tell them to "say Cat." (Students say Cat).
    d. Ask them to use Cat in a sentence (they make up a sentence).
    e. Repeat, "this is Cat."
    f. Ask them to "say Cat" (students say Cat).
    g. Ask them to trace the letters in the word--as they do, have them repeat each letter, then "cat."
    h. Remove the word from their sight.
    i. Ask them to spell it (they say C-A-T).
    j. If they spell it right, have them write it.
    k. When word is correctly written, have student say it again.
    l. Last, have the student spell the word backward.

    NOTE: If a student fails a step after g, go back to g.

8mb

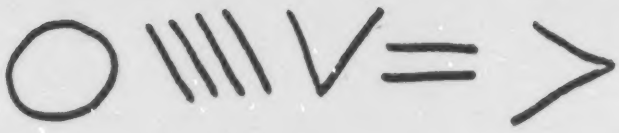
11. Flash Card

Fish



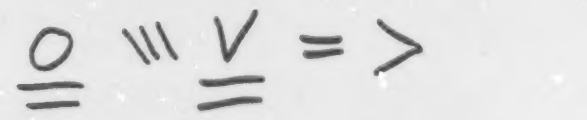
12. Flash Card

Salt



13. Flash Card

CHICKEN



E ⊖ ①

14. Flash Card

CAT

011

15.

egg

xmd

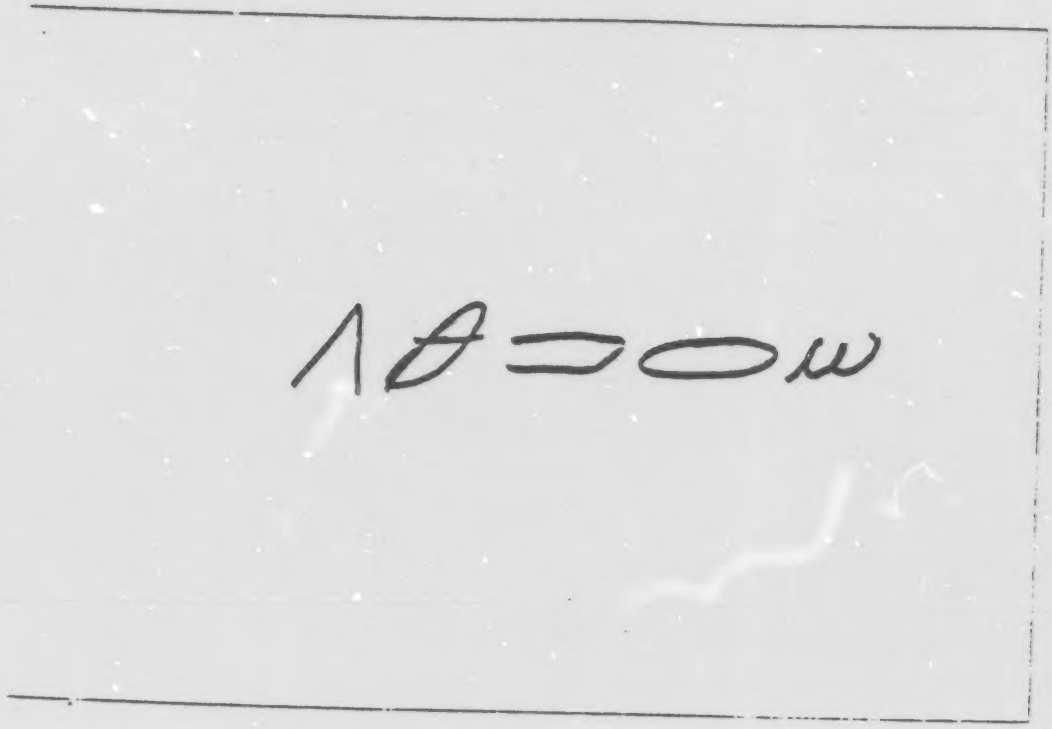
16. Flash Card

O.I.

sad

17.

Salt



18

Water

NOW GIVE THEM ONE LAST SHOT--TELL THE GROUP LEADER HE/SHE HAS TO DO ALL THE WORK FOR THE NEXT FEW MINUTES.

Using your sheet with the copy of flash card 23 (CHIT) show them how to teach CLUSTER RECOGNITION. Instructions for the group leader are on card 21 and should be followed as you demonstrate it once.

NOW GIVE THEM NO MORE THAN FIVE MINUTES for the last three flash cards, 22-24.

LAST REMINDER--NO NOTES

CUT THEM OFF after five minutes, tell them it's "sink or swim," ask "who will the winner be" or some such to stir up excitement. They now have to decide which label is the can of chicken------

At this point they should be frustrated, because they haven't yet learned enough to really read the labels, but they will probably find the word "chicken" on all of them. So they will start guessing and analyzing.

After a couple of minutes tell them they have to make a choice now. When they have done so ask each group what their choice was. If a group got it right give them a congratulation or "you get first choice on the cookies comment" or something like that.

For groups that got it wrong, have them turn the card over that they chose with a wry comment about "feeding the kids fish-bait."

It'll take them a few minutes to get re-organized, but once they're settled down, you'll ask them some questions designed to illustrate several things to them:

--Being illiterate is frustrating, and trying to learn to read is too.

--Don't expect rapid progress from students--it's easy to get confused and/or forget today what you learned yesterday.

--That there are several ways to help students learn--and remember what they learned.

THIS IS A GOOD PLACE FOR A SHORT BREAK.

8w3

19.

fry

>X∃

TXJ

20.

NOT

not

21. Teaching CLUSTERS & PATTERNS. Three flash cards are provided to practice this approach. PLEASE NOTE, WE'VE INVENTED TWO NEW LETTERS IN OUR ALPHABET: O for the ch sound (call it the letter "chee")
V for the ck sound (call it the letter "kah")

Try this:

a. If O-\|\|\|-V (say "chee--i--kah") spells chick,
then O-\|\|\|-H (say "chee--i--p") spells _____ (chip). Etc.

Or this:

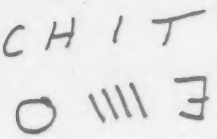
a.	The word is "chit". Say it.	"chit"
b.	In the word, "chit" what letters make the "chi" sound?	"chee-i"
c.	What letters make the "t" sound?	"t"
d.	In the word, "chit" what sound does the "chee-i" make?	"chi"
e.	What sound does the "tee" make?	"t"
f.	If I take off the "chee-i", what letter is left?	"t"
g.	If I take off the "t" what letters are left?	"chee-i)"
h.	If I take off the "chee-i" what sounds are left?	"t"
i.	If I take off the "t" what sounds are left"	"chi"
j.	What's the whole word?	"chit"

22 FLASH CARD

CHICK
(O - IIII - V)
(chee - i - kal)

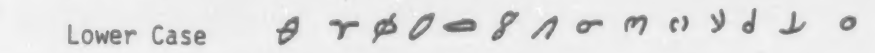
23 FLASH CARD

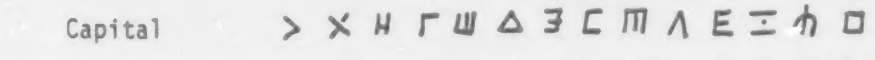
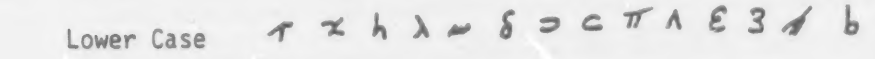
CHIT



24 FLASH CARD

CHIP

English Letter	A	B	C	D	E	F	G	H	I	J	K	L	M	CH
Capital														
Lower Case														

English Letter	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	SH	CK
Capital															
Lower Case															

In case someone wants to "check up" here is the phony alphabet.

Post exercise

Discussion Questions:

1. How did you feel when you were trying to learn the alphabet a few minutes ago?

   (frustrated????
   pressured??????)

2. Did you get angry at any point?

   (we hope not, but if you did, how do you think the illiterate adults in our classes might feel sometimes???)

3. If you got angry, can you say why?

   (Maybe you didn't have enought time???)

   (maybe our rules weren't fair--but remember, we make the rules for the illiterate to follow

4. Could you remember all the letters/words you were taught? (probably not)

   Would you remember fewer tomorrow? (probably)

   (don't expect miracles from the illiterate adults, either...)

5. Why did we do this exercise, anyway??

   Use this question to lead up to talking about the techniques that they practiced to teach the letters--words.

   PHONICS is used to teach sound/letter correspondence.

   SIGHT WORDS teaches recognition of whole words.

   CLUSTERING teaches recognition of groups of letters and their corresponding sounds.

6. And last, how can we improve on the retention of what is learned through each method???

   Use this as a discussion take-off--lead up to the information on teaching and reinforcing in PHONICS, SIGHT WORDS, and CLUSTERING (next page).

WHAT ARE SOME METHODS OF REINFORCING LEARNING OF LETTER/SOUND CORRESPONDENCE, WORD AND CLUSTER RECOGNITION?

REMIND THEM THAT THIS IS AN IDEA SESSION--WE DON'T EXPECT THEM TO REMEMBER ALL OF THIS, Since, as they use it, it'll come back.

a. pictures of objects beginning with the letter.....

b. phonics charts.....

c. lists of words beginning with the letter being learned.....

d. tape recordings of lessons for students.....

e. ask students to say words beginning with, ending with letter being learned.....

f. tracing the letter/word.....

g. word/picture associations.....

h. constant repetition/drill with flash cards....

i. getting into meanings of words as they are learned.....

j. finding words/letters in context.....

k. using groups of flash cards to make words or sentences.....

l. grouping words by initial letter/final letter, meanings ("calendar" words, number words, etc.), rhyming words, other similarities.....

REVIEW THE THREE METHODS USED THUS FAR. Make sure they understand at this point that these methods are used for beginners--in a few minutes, they'll see a couple of approaches for more advanced readers.....

Demonstrate <u>once again</u> a method for each approach:

PHONICS

SIGHT WORDS

CLUSTERS

NOW, GO ON TO LANGUAGE EXPERIENCE ACTIVITIES AND CONTEXTUAL APPROACHES (next page)....

METHODS FOR ADVANCED "BEGINNERS"

LANGUAGE EXPERIENCE ACTIVITIES (LEAs)

This kind of activity obtains written material directly from the student----

The basic approach is to ask the student to tell you something (answer to a question, a brief personal "story," something that happened or that he/she heard about, a story about a picture, etc.).
The teacher, the student, or both write down exactly what was said by the student.

(as students progress, the teacher does less writing).

The teacher then reads the "story" back to the student, pointing out words, and then the student reads it.

This method allows students to relate their spoken words to written words.

Some cautions: it is important to write the student's own words, at first--without worrying about grammar, style, or "correctness.

(You can teach them correctness after they learn to read, and this way, they only have to worry about one thing at a time).

The teacher always reads it back first, then the student reads it.

If students are afraid to write help them out by doing some for them at first-----

DEMONSTRATE AN LEA by asking a volunteer to say something about a picture on the wall----

write down what they say on the board, etc.

CONTEXTUAL APPROACHES TO reading are done with prepared texts (at appropriate levels) which have blank where certain words go....

This approach emphasizes learning meanings of words and using contextual clues to "guess" what word goes into a blank space.

Handout the passage on the next page to use to demonstrate the approach (it's taken from the Project F.I.S.T. workbook). There are three paragraphs for volunteers to try on their own.

Handout 3

----They illustrate increasing levels of difficulty:

Penguins are better swimmers (than)many other totally aquatic(creatures) This is a considerable(feat) for a bird which(in) distant ages turned (away) from flight and took (to) the water to earn (its) living. Evolution moulded its (wings) into flippers and, as (a)bonus, equipped its body (with) built-in "shock absorbers)"

(EASY--every fifth word deleted--many are just function words that are easy to guess).

In the Hall:
Look in all the (doors) you pass, stopping at one or two long enough to attract(attention)and distract the(students). If a (class) has its (door) closed, jump up to see through the (window) of the (door).

(HARDER--all nouns deleted and students have to think and analyze more)

The back of a camel is too broad to allow both of the rider's feet to hang down and there are no stirrups. The easiest way to ride, according to camel drivers, is to put one leg around the tall saddle horn and place the foot beneath the other leg which is allowed to dangle.

HARDEST--verbs deleted eliminates a lot of the context and makes the passage quite ambiguous.

EMPHASIZE AGAIN that teachers will provide classroom assistants with material to use and instructions on how to use them. So all we are trying to do is show that a lot of methods will work---make the volunteers' rest easier having been exposed to some of them.

They don't have to memorize all this.

PARAGRAPH 1

Penguins are better swimmers _____ many other totally aquatic _____.
This is a considerable _____ for a bird which ___ distant ages turned
_____ from flight and took _____ the water to earn _____ living.
Evolution moulded its _____ into flippers and, as _____ bonus, equipped
its body _____ built-in "shock absorbers."

PARAGRAPH 2

In the Hall:
Look in all the _____ you pass, stopping at one or two long enough
to attract _____ and distract the _____. If a _____ has its
_____ closed, jump up to see through the _____ of the _____.

PARAGRAPH 3

The back of a camel ___ too broad to _____ both of the rider's feet to _____
down and there _____ no stiorrups. The easiest way to _____, according to camel
drivers, ___ to ___ one leg around the tall saddle horn and _____ the foot
beneath the other leg which is _____ to _____.

Handout 3

AT THIS POINT THE VOLUNTEER COORDINATOR SHOULD PICK IT UP AGAIN----CHANGE OF FACE, CHANGE OF PACE....

CLASSROOM PRACTICE

Volunteer Handbook Pgs 13, 15

Discuss with students key points below, pointing out appropriate passages in the handbook:

ETHICS, CONFIDENTIALITY

STUDENT INDIVIDUALITY/MOTIVATION

STUDENTS AS ADULTS, NOT CHILDREN

STUDENTS AS NORMAL PEOPLE WHO "JUST HAPPEN" NOT TO READ

PATIENCE WITH SLOWNESS IN LEARNING

(Remind them of their own esperiences in literacy exercise.

CAUTIONS WITH NON-VERBAL GESTURES, ATTITUDES, FACIAL EXPRESSIONS.

NEED FOR FLEXIBILITY

PERSONAL RELIABILITY (OF VOLUNTEERS)

The students are easily hurt.

CAUTIONS ABOUT THE TERM "TEST" AND ITS CONNOTATION FOR STUDENTS--associations with failure.

Safety and Security

Please turn off lights if you are the last person to leave a classroom at night. For any problems which you feel need someone's attention, suspicious incidents or vandalism, contact the campus safety and security office: 478-4654, or the Evening Program Office: 478-4506.

In case of fire or accident with injury, dial 911. (or 9-911 from campus office phone).

Ethics and Confidentiality

You may become party to personal information about students or their academic progress or deficiencies. Under no circumstances should such information be shared with anyone other than the classroom teacher.

Who's in Charge?

Key people you may need to contact at times are:

Dr. Robert Evans, Dean of Instruction	478-4571
Duane Carlton, Associate Dean of Instruction	478-4545
Dr. William Simpson, Director of Continuing Education, Extensions and Community Services	478-4839
Dr. Carl Ellis, Coordinator, Outreach Services	478-4804
Betty O'Guin, Program Assistant, Adult and Continuing Education	478-4839
Joan Dederick, Program Assistant, Mason County Extension Center	426-8441

BEST COPY AVAILABLE

Classroom Tips

DO RESPECT STUDENTS AS PEOPLE WITH CONCERNS AND NEEDS.

DO TREAT EACH STUDENT AS AN INDIVIDUAL ADULT.

DO CONVERSE NORMALLY WITH STUDENTS. (They're usually missing an education, not ears.)

DO REMEMBER THAT MANY OF THEM ARE POOR, BUT HAVE PRIDE.

DO BE PATIENT. Many of the students will not do well in verbal communication because of a limited vocabulary.

DO PAY ATTENTION. The students often rely heavily on non-verbal communication--gestures and facial expressions--to get the message across.

DO BE UNDERSTANDING, BUT ASSERTIVE. Poorly educated adults often distrust authority--though respecting it.

DO BE FLEXIBLE. Adult education students, often poor, frequently have real difficulties in meeting regularly (transportation, health, child care, and other problems interfere).

DO BE ENTHUSIASTIC. A smile, a small success you show a student--these go a long way toward overcoming prior failure or frustration with the educational environment.

DO BE RELIABLE. Students will often come to depend on your classroom presence. When you're not there, they wonder why. (Did you forget them? Did they do something wrong?)

DON'T BREAK PROMISES TO STUDENTS. AND DON'T MAKE PROMISES YOU CAN'T KEEP. A small problem for you can be a personal disaster for an insecure student.

DON'T USE THE WORD '<u>TEST</u>' IN ADULT EDUCATION CLASSES. When you were in school, you may have felt concern over testing. For many of the adult education students, the idea of tests brings back memories of frustration, failure, and fear. Incoming adult students are <u>assessed</u> (often informally) to determine class placement, given <u>progress checks</u> as they go along, and are <u>never</u> given grades. In fact, normal curves (those old "bell curves") and grades do not belong in adult basic education or ESL education. Any given student may exit from a program educationally better than before--yet at a different "level" than another student.

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COLLEGE POLICIES, ADMINISTRATIVE STUFF:

(COORDINATOR OR DIRECTOR conducts this portion) Use Handbook pages 10-13 as a guide.

Make sure all forms and paperwork items are completed at this time:

Have they completed/signed the application.

Did they have an interview--if not, schedule them for one now.

Did they sign the "Release Sheet"--if not, do it now.

Have they been placed with an instructor?
If yes, do they have a better idea of what they'd like to do than the original assignment?

If no, what do they think they would like to do?

Do they know about keeping a log? Where to send it each month?

AT THIS POINT, EMPHASIZE WITH THEM THE NEED FOR RELIABILITY AND COMMITMENT ON THEIR PART. Ask them to read the paragraphs at the bottom of page 11.

Now go around the class asking each one to relate to you the time and place they'll be working.

Ask them if they know what to do if the teacher calls in sick or doesn't show for accidental reasons.

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WHAT HAPPENS

WHEN YOU VOLUNTEER

Initial Contact: When someone discovers your interest, you'll be asked to contact the Olympic College ABE/ESL VOLUNTEER PROGRAM COORDINATOR: 478-4839.

Application: You'll be asked to drop in and complete a Volunteer Program Application and Release Form.

Interview: You will also meet with the volunteer program coordinator to discuss your interest and aptitude for this special kind of volunteer work and to identify classes and times in which you will best fit.

Orientation: You'll be scheduled to attend a volunteer orientation meeting during a late afternoon or early evening time. It will last about three hours, and you'll meet other volunteers and ABE/ESL teachers. The other volunteers will share their experiences, and the teachers will discuss some ways they work with students and how volunteers have helped.

Assignment: At the end of the meeting, a classroom and teacher assignment will be made for you based on the results of your interview, your available hours, and the kind of duties with which you feel most comfortable.

Commitment: You'll be asked to make a minimum commitment of at least two hours per week--and preferably of four to five hours per week--at a regular time.

Starting Out: You'll start with a teacher in a class. This teacher will be someone who has expressed a strong need for a volunteer worker. You'll meet together in advance of the first class meeting to coordinate duties. You'll be doing some of the things listed in the Volunteer Job Description--but probably not all of them. The duties you perform will be those that you and the teacher agree you will be comfortable with.

Rewards: If you're like most of our volunteers, you will FEEL GOOD ABOUT YOURSELF BECAUSE YOU ARE MAKING A DIFFERENCE IN PEOPLE FOR THE BETTER.

GO OVER THE ITEMS ON PAGE 12-13: PARKING
COFFEE/FOOD
SMOKING
TELEPHONES
LOST AND FOUND
SAFETY & SECURITY
KEY PEOPLE & PHONE NUMBERS.

Ask them what they'd do if a student had an accident in class while the teacher was in the rest room.

Visits by Coordinator

The volunteer program coordinator will occasionally call you and probably visit the classroom where you are assigned. Again, the purpose is to make sure everything is going well and there are no difficulties--not to "check up" on you.

Parking

Volunteers are asked to park in any of the student parking lots during daytime visits. No special decal or pass is required. After 4:30 p.m., park in any designated space of a student, faculty or staff parking area on a first come, first park basis. Parking off campus on city streets is subject to Bremerton city parking regulations.

Coffee and Food Services

The campus cafeteria is available for beverages, snacks, and meals from 7:30 a.m. to 8:30 p.m. Monday through Thursday and from 7:30 a.m. to 2:00 p.m. on Friday.

Smoking

Smoking is prohibited in public areas of all campus buildings, particularly classrooms, by State Regulations.

Telephones

Pay phones are located at the College Service Center and the Student Lounge.

Student Lounge

The Student Lounge is open from 7:45 a.m. to 4:00 p.m. daily, and from 6:00 p.m. to 9:00 p.m. on Monday through Thursday. Refreshments are available from vending machines.

Lost and Found

Lost and found items are taken to the Campus Security Office (behind the bookstore) or to the Evening Program Office in the College Service Center.

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Safety and Security

Please turn off lights if you are the last person to leave a classroom at night. For any problems which you feel need someone's attention, suspicious incidents or vandalism, contact the campus safety and security office: 478-4654, or the Evening Program Office: 478-4506.

In case of fire or accident with injury, dial 911. (or 9-911 from campus office phone).

Ethics and Confidentiality

You may become party to personal information about students or their academic progress or deficiencies. Under no circumstances should such information be shared with anyone other than the classroom teacher.

Who's in Charge?

Key people you may need to contact at times are:

Dr. Robert Evans, Dean of Instruction	478-4571
Duane Carlton, Associate Dean of Instruction	478-4545
Dr. William Simpson, Director of Continuing Education, Extensions and Community Services	478-4839
Dr. Carl Ellis, Coordinator, Outreach Services	478-4804
Betty O'Guin, Program Assistant, Adult and Continuing Education	478-4839
Joan Dederick, Program Assistant, Mason County Extension Center	426-8441

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AND LAST, WHILE THEY'RE HAVING A COOKIE,

WE'D LIKE TO FIND OUT WHAT THEY THOUGHT OF THIS

ORIENTATION--DID IT MEET ITS OBJECTIVES FOR THEM?

Hand out the evaluation sheet. Handout 4

Ask them to consider a response to each item from this point of view:

answer A if they know it so well they can teach/explain it to others.

answer B if they know it well but couldn't teach/explain it to others.

answer C if they have the general idea, don't remember it all, but think they know where to find out details when needed.

answer D if they barely understand it/can almost but not quite use it.

answer E if they don't understand it at all, can't do it.

ORIENTATION EVALUATION SHEET. We want to know if we did this right or not.

Listed below are the major goals of this orientation. For each item place an X over the letter A, B, C, D, or E as follows:

A If you know it well enough to teach others.

B If you know it well but couldn't explain it.

C If you have the general idea, don't remember it all, but know where to go/ask for the details.

D If you barely understand it, can almost-but-not-quite use it.

E If you don't understand it at all, can't do it at all.

1. I understand the nature of functional illiteracy, the difficulties faced by illiterate adults, and the difficulties they have in overcoming illiteracy.

   A B C D E

2. I understand the basic organization and functions of Olympic College ABE/ESL programs.

   A B C D E

3. I understands the needs, motivations, personal frustrations, and difficulties of adult learners in ABE/ESL classes.

   A B C D E

4. If someone provides materials to use and directions or use, I can help students learn to read.

   A B C D E

5. I understand basic volunteer classroom duties and ethics.

   A B C D E

6. I know where to park, where to work, smoking, safety and other rules.

   A B C D E

V

VOLUNTEER SUPERVISION AND RECORDSKEEPING

Supervision

Rationale: Each volunteer needs an awareness to whom they are directly responsible. Additionally, standard management practice in any agency requires each person employed to be responsible to one individual--rather than many.

Procedure: Each volunteer assigned to a teacher shall be under the supervision of that teacher. The teacher shall be responsible for the actions of the volunteer within the bounds of the classroom and may delegate activities to the volunteer. Under no circumstances shall the volunteer be assigned to teach the class in the absence of the teacher.

The intent of this policy is that volunteers are assigned to assist teachers but not to take the place of teachers or work with students in Olympic College classes without supervision by teachers.

Should a circumstance arise in which an assigned teacher is unable to be present with a class at the assigned time (because of illness or other unanticipated factor), regular procedures for notification and/or dismissal of class shall be followed. The volunteer may assist with the notification/dismissal of the class. In fact, it is anticipated that the volunteer, by assisting in this procedure, may be helpful by assuring students that the class will re-convene at a later date.

Certain volunteers may be assigned to non-classroom work (e.g., performing volunteer or student support services, assisting with the coordination of volunteers or recordskeeping duties). Each of these volunteers will be under the supervision of either the Director or Coordinator of Volunteers as determined and specified by the Director at the time of assignment.

Visits to Classes

Rationale: Each volunteer needs regular contact with the administration for identification and resolution of problems which may exist and for personal recognition of the value of their services

Procedure: Volunteers assigned to assist teachers in ABE/ESL classes shall be visited briefly and regularly by the Director and/or Coordinator. No set frequency of visits shall be established, but as a "rule of thumb" no volunteer should be visited less frequently than once a month. Visits should be kept brief to prevent interference with normal classroom activity, except for those visits which might be conducted by the Director for the purpose of observing classroom activities.

During each visit, the volunteer will be contacted for the purpose of identifying any problem which may exist.

On/near the end of each Quarter, the supervising teacher shall be asked to complete an evaluation of volunteer services for each volunteer assigned to the teacher.

Evaluation of Volunteer Services

Rationale: One tool for the evaluation of the volunteer program is an evaluation of the services performed by each volunteer.

Procedure: At or near the end of each College Quarter, each teacher to whom a volunteer is assigned will be asked to complete an evaluation sheet (following page) on the services performed by each volunteer assigned to the teacher.

Completed evaluation sheets will be filed in volunteers' personal file maintained in the Office of the Director. Annually, or at such time as an evaluation of the entire volunteer program is conducted, the volunteer service evaluation sheets shall be made available to the Director or person conducting the evaluation.

OLYMPIC COLLEGE
DIVISION OF ADULT AND CONTINUING EDUCATION AND COMMUNITY SERVICES

ABE/ESL VOLUNTEER
Instructor Evaluation

Volunteer's Name_____ Term_____

Type of Class: Reading___Writing/Spelling___Mathematics___ESL___Other:_____

Volunteer's Schedule: Days_____ Times_____

VOLUNTEER CHARACTERISTICS	Not Observed	Needs Improvement			Satisfactory			Commendable		
1. Dependability		1	2	3	4	5	6	7	8	9
2. Cooperativeness		1	2	3	4	5	6	7	8	9
3. Enthusiasm		1	2	3	4	5	6	7	8	9
4. Self-confidence		1	2	3	4	5	6	7	8	9
5. Efficiency		1	2	3	4	5	6	7	8	9
TUTOR-COACH ABILITIES										
1. Subject expertise		1	2	3	4	5	6	7	8	9
2. Explaining/Demonstrating		1	2	3	4	5	6	7	8	9
3. Questioning/Assessing		1	2	3	4	5	6	7	8	9
4. Supervising/Controlling		1	2	3	4	5	6	7	8	9
5. Student Interest		1	2	3	4	5	6	7	8	9
6. Student Satisfaction		1	2	3	4	5	6	7	8	9

Since you started working with this volunteer have you noted improvements in

a. student motivation? yes___no___
b. classroom efficiency? yes___no___
c. student progress? yes___no___

For yes responses, please describe how the volunteer has helped:_____

_____

For what duties do you feel the volunteer needs additional training?_____

_____

Instructor's Signature_____ Date_____

Volunteer Activities Log

Rationale: One tool for the evaluation of the volunteer program is an evaluation of the services performed by each volunteer. A method of obtaining information is from volunteer reports.

Procedure: Each volunteer will be required to maintain a log of activities (following page). The log will be submitted monthly to the Coordinator and filed in volunteer personal files. Annually, or at such time as an evaluation of the program is conducted, the logs will be made available to the Director or person conducting the evaluation.

Olympic College
ABE/ESL Volunteer Activities Log

Dates	Description of Activities	Number of Hours

Volunteer's Name_____

Volunteer Communications Record

Rationale: Certain communication (oral and written) between volunteers and College staff will impact the effectiveness of the volunteer program, or the welfare of volunteers, students, or staff. Other communications are considered routine. Whether a communication is routine or program impacting is necessarily determined by the judgment of College staff.

Procedure: A volunteer communication record (following page) will be maintained in each volunteer's personal file. Such oral communication as is considered program impacting will be summarized on the record sheet. Written communications judged program impacting will have copies filed in volunteer personal files.

VOLUNTEER-STAFF COMMUNICATION RECORD

Volunteer's Name_____

Date	Staff Member Initials	Communication Summary

Records Maintenance

Rationale: Program evaluation necessitates maintenance of adequate records of volunteer assignments, effectiveness, and activities.

Procedure: Upon employment of a volunteer, a file folder will be initiated for the volunteer with the volunteer's name on the file tab.

Contents of the file will contain the following, along with other records deemed necessary by the Director and Coordinator:

Copies of correspondence to/from the volunteer,

Volunteer Application,

Volunteer Employment Checklist,

Volunteer Interview Sheet,

Volunteer Release Sheet,

Instructor Evaluations of Volunteers,

Volunteer Activity Logs,

Volunteer Communication Records.

Additional files to be maintained will be:

Mailing List File: Contents: "hard copy of mailing lists with updating annotations.
Reference: handbook Section II.

Followup File: Contents: returned volunteer questionnaires and summary sheets.
Reference: handbook Section II.

Applicant Log: Contents: Volunteer Program Applicant Sheets.
Reference: handbook Section III.

Other files as directed by the Coordinator or Director.

VI

VOLUNTEER PROGRAM EVALUATION

Rationale: Time is required on the part of the volunteer Coordinator, the Director, and faculty and staff working with volunteers for the employment, training and supervision of volunteers. At regular intervals, management practice requires that the effectiveness of the program be balanced against the personal investments of time required to operate the program.

Procedure: On an annual basis or at intervals determined by the Director, an evaluation of the program shall be conducted. Information used for the evaluation shall include but not be limited to:

a. reports and summaries of number of hours of volunteer time expended

b. reports and summaries of the duties performed by volunteers,

c. evaluations by teachers of services performed by volunteers,

d. reports and summaries of volunteer effectiveness in improving classroom efficiency, student progress, and student motivation (by classroom teachers),

Tools which may be used in preparing information and evaluation summaries include (and are not limited to):

Volunteer Questionnaire (Ref: Section II)

Volunteer Information Sheet (Ref: Section III)

Reports of Classroom Visits (Ref: Section V)

Instructor Evaluations (Ref: Section V)

Activities Logs (Ref: Section V)

Instructor Questionnaires (Ref: Section VI)

The Coordinator shall, upon request of the director for program evaluation purposes, prepare summaries of:

a. Recruiting effectiveness, by reporting amount of time spent in various recruiting activities, number of volunteers recruited and employed, and recruiting methods most effective (from volunteer information sheet summaries).

EVALUATION (Continued)

b. Calendar dates and hours worked by volunteers (from logs, instructor evaluations, and volunteer questionnaires).

c. volunteer effectiveness (from instructor evaluations and communications logs).

d. program training deficiencies (from instructor evaluations, instructor questionnaires, and volunteer followup questionnaires).

e. reasons for volunteers ceasing to work in the program (from volunteer followup questionnaires).

Instructor Questionnaires

Rationale: Instructors are the primary contact point for volunteers and supervise most volunteers directly. Therefore, instructors possess information valuable in determining the volunteer program effectiveness.

Procedure: Annually, or at times indicated by the Director a followup questionnaire will be provided to instructors (following page).

OLYMPIC COLLEGE
ABE/ESL VOLUNTEER PROGRAM

Instructor Questionnaire

TO:_____

During the past year, you have had one or more volunteer classroom assistants working with you. We want to improve the effectiveness of the volunteer program. As you respond to the items below, please bear in mind that the purpose of the volunteer program is to increase your efficiency in student skills improvement.

1. How many volunteers have worked under your supervision in the last year? (circle one)

   1 2 3 4 5 6+

2. What was the average number of hours spent by each volunteer? (approximately)

   ☐ less than 50 ☐ 50-100 ☐ 100-200 ☐ 200 or more

3. What subjects did volunteers assist you with?

   ☐ reading ☐ writing/spelling ☐ math ☐ ESL ☐ Other_____

4. Several possible volunteer duties are listed below. For each duty, please consider whether the volunteers actually performed that duty, what percentage of time they spent on that duty, whether the service was useful, and if you feel volunteers need more training in performance of that duty. Consider all volunteers as a group:

percent of time spent	service was useful	more training needed	Duty
_____%	yes no	yes no	tutoring individuals/groups in reading
_____%	yes no	yes no	tutoring individuals/groups in writing/spelling
_____%	yes no	yes no	tutoring individuals/groups in mathematics
_____%	yes no	yes no	conducting English conversation practice (ESL)
_____%	yes no	yes no	supervising problem solving, seat work, self-paced lessons
_____%	yes no	yes no	assisting with assessment, placement, evaluation
_____%	yes no	yes no	preparing instructional materials
_____%	yes no	yes no	issuing & receiving materials & supplies
_____%	yes no	yes no	planning/conducting special activities/field trips
_____%	yes no	yes no	conducting supervised group instruction
_____%	yes no	yes no	other_____

5. Do you wish to continue working with volunteers?

   ☐ yes ☐ no Why?_____

RETURN TO DIRECTOR OF ADULT, CONTINUING EDUCATION AND COMMUNITY SERVICES. THANK YOU.

VII

RECOGNITION OF VOLUNTEER SERVICE

Rationale: The retention of volunteers is important to program effectiveness. Since volunteers are unpaid, some form of recognition of service is needed to ensure satisfaction of volunteers and consequent retention. Recognition needs to be a regular, on-going activity, rather than a sporadic or once-a-year event.

Procedure: In a program where a small number of volunteers are to be employed--it is anticipated that this program will will never exceed 30 volunteers--close personal attention as a means of recognition is possible. Volunteer recognition activities should include:

a. a monthly visit to each volunteer in the classroom by the Coordinator or Director. The visitor should ask the volunteer for:

   (1) suggestions on added duties/assignments,

   (2) suggestions on serving in a variety of positions,

   (3) help in training other volunteers,

   (4) suggestions about special projects on which the volunteer may work

   The visitor should also compliment the volunteer on services performed.

b. a quarterly "coffee and doughnut" session at the college to which all volunteers, teachers, and staff are invited. During the session recognition for special volunteer activities and services should be announced, suggestions solicited from volunteers on program improvement, and special awards made.

c. a quarterly letter of appreciation addressed to volunteers personally should be provided to volunteers--separately from the quarterly session.

d. inviting volunteers to attend and participate in regular faculty meetings.

e. providing certificates of appreciation to volunteers annually or upon completion of service.

f. identifying a volunteer of the month and posting a notice (preferably with volunteers picture) in classrooms.

g. assigning--and paying costs--volunteers to special workshops.

IN APPRECIATION

FOR

VOLUNTEER SERVICE

Equal Opportunity College

_____

_____

date

VIII

STAFF DEVELOPMENT

Rationale: Unpaid volunteers may legitimately be assigned to some kinds of duties, but not others. Additionally, volunteers will have certain rights and responsibilities while employed. Faculty to whom volunteers are assigned must be aware of volunteers legitimate duties, rights and responsibilities and need to be cautioned against mis-assignment of volunteers.

Procedure: The Director will conduct training as needed for both Coordinator and faculty to whom volunteers will be assigned. As part of the training, a handbook for "Working with Volunteers" will be provided to faculty members.

BREMERTON SUN-CLASSIFIED ADS
545 5TH
BREMERTON 98310

PORT ORCHARD INDEPENDENT
PO BOX 27
PT ORCHARD 98366

KITSAP COUNTY HERALD
PO BOX 278
POULSBO 98370

LITTLE NICKEL
6710 KITSAP WAY
BREMERTON 98310

TRIDENT TIDES C/005C
BLDG 1100, NSB BANGOR
BREMERTON 98315

SHELTON/MASON COUNTY JOURNAL
PO BOX 430
SHELTON 98584

BAINBRIDGE ISLAND REVIEW
PO BOX 10817
BAINBRIDGE ISLAND 98110

CENTRAL COUNTY PRESS
PO BOX 1528
SILVERDALE 98383

BELFAIR HERALD
PO BOX 250
BELFAIR 98528

Mailing List--Physicians/Clinics

AFLATOONI ALFRED MD
925 ADELE
BREMERTON 98310

AKERMAN LOUIS R MD
3525 NW ANDERSON HILL RD
BREMERTON 98310

AL-AGBA SAAD K MD
2512 WHEATON WAY
BREMERTON 98310

ANDERSON GERALD W MD
7716 PIONEER WAY
GIG HARBOR 98335

AMBUR RICHARD F MD
2500 CHERRY
BREMERTON 98310

ANDERSON KAREN MD
245 4TH
BREMERTON 98310

ARROYO JOSE S MD
900 SHERIDAN
BREMERTON 98310

ARTHUR JOHN S MD
1225 CAMPBELL WAY
BREMERTON 98310

ASBURY GEORGE F MD
3421 KITSAP WAY
BREMERTON 98310

AUERBACH RICHARD C MD
19282 FRONT ST NW
POULSBO 98370

BAKER JAMES M MD
106 HOSTMARK
POUSLBO 98370

BARNES PATRICIA A MD
12651 KALLGREN RD NE
BAINBRIDGE ISLAND 98110

BECKWITH J BRUCE MD
1710 BEANS BIGHT
BAINBRIDGE ISLAND 98110

BELDING MELVIN E MD
2601 CHERRY
BREMERTON 98310

BELL JEFFREY L MD
3280 PINE RD
BREMERTON 98310

BERGMAN SANDER E MD
2500 CHERRY
BREMERTON 98310

BERGMANN STEPHEN C MD
7108 PIONEER WAY
GIG HARBOR 98335

BERNI GEORGE A MD
1225 CAMPBELL WAY
BREMERTON 98310

BIEDEL C W MD
245 4TH ST
BREMERTON 98310

BLAU KURT DPM
6718 144TH NW
PURDY 98335

BLISS BARBARA MD
MEDICAL-DENTAL BLDG
BREMERTON 98310

BOYER MICHAEL J MD
2625 WHEATON WAY
BREMERTON 98310

BRAMWELL G PAUL MD
BREMER BLDG
BREMERTON 98310

BRAZINA BRUCE MD
5122 OLYMPIC DR NW
GIG HARBOR 98335

BRIGHT ROBERT B MD
245 4TH ST
BREMERTON 98310

BROBYN RICHARD MD
106 HOSTMARK
POULSBO 98370

BURNS THEODORE A JR MD
2625 WHEATON WAY
BREMERTON 98310

BURT R KELTIE MD
5122 OLYMPIC DR NW
GIG HARBOR 98335

BUTLER MICHAEL J MD
PO BOX 248
BELFAIR 98528

CARLTON BRUCE E MD
20700 BOND RD NE
POULSBO 98370

CARRILLO ROBERT P MD
10513 SILVERDALE WAY
SILVERDALE 98383

CASE AUSTIN M MD
6680 ILLAHEE RD NE
SILVERDALE 98383

CHENAULT PRICE M MD
2512 WHEATON WAY
BREMERTON 98310

CHOLLAR ROBERT L MD
MEDICAL-DENTAL OFF BLDG
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CHU FRANKLIN MD
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POULSBO 98370

COGEN KENNETH MD
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BREMERTON 98310

COLFELT ROBERT H MD
5129 MCDONALD NE
BAINBRIDGE ISLAND 98110

CORN GERALD R MD
925 ADELE
BREMERTON 98310

CORNWALL DAVID D MD
4511 THE CEDARS
BREMERTON 98310

COSTLEIGH ROBERT J P MD
9070 SILVERDALE WAY NW
SILVERDALE 98383

COX ROBERT L PA
KINGSTON SHOPPING CTR BOX367
KINGSTON 98346

CREELMAN ERNEST W MD
2500 CHERRY
BREMERTON 98310

CRAMER DAVID I MD
7716C PIONEER WAY
GIG HARBOR 98335

DAIL DAVID H MD
8232 NE MEADOWMERE
BAINBRIDGE ISLAND 98110

DAHL ARNE MD
900 SHERIDAN RD
BREMERTON 98310

DAVIS JOE JACK MD
2601 CHERRY
BREMERTON 98310

DEBOER JAMES E MD
PO BOX 248
BELFAIR 98528

DEEM CLARK W DR
7716 PIONEER WAY
GIG HARBOR 98335

DICKINSON HUGH MD
HANSVILLE 98340

DIEFENDORF RICHARD O MD
4110 KITSAP WAY (#1)
BREMERTON 98310

DIMANT STEVENS MD
PO BOX 340
GIG HARBOR 98335

DINNO NUHAD D MD
900 SHERIDAN RD
BREMERTON 98310

DIONNE R DONALD MD
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BREMERTON 98310

DREW FREDERICK MD
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BREMERTON 98310

DRUM EDWARD A MD
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GIG HARBOR 98335

EDER DENNETH W MD
900 SHERIDAN RD
BREMERTON 98310

EK THEODORE W MD
2500 CHERRY
BREMERTON 98310

EMMONS STEVEN L
2512 WHEATON WAY
BREMERTON 98310

ENQUIST ROBERT W
2512 WHEATON WAY
BREMERTON 98310

FABER BYRON E MD
WESTSOUND PROF BLDG
BREMERTON 98310

DAVIES R OWEN JR
2528 WHEATON WAY
BREMERTON 98310

DEGNER A F MD
5TH & PACIFIC
BREMERTON 98310

DRAGOVICH JERRY J MD
1206 SHERIDAN RD
BREMERTON 98310

FAUDREE MICHAEL S MD
925 ADELE
BREMERTON 98310

FINKLEMAN LOWELL C MD
6718 144TH NW
GIG HARBOR 98335

FOLEY ROBERT A MD
2512 WHEATON WY
BREMERTON 98310

FORNEY WILLIAM MD
HANSVILLE 98340

FOSTER LAWRENCE E MD
2443 LAFAYETTE N
BREMERTON 98310

FRECH ROBERT S MD
2528 WHEATON WY
BREMERTON 98310

FELDMAN GARY R MD
2530 PERRY
BREMERTON 98310

FUQUAY DIANE E MD
380 WINSLOW WY E
BAINBRIDGE ISLAND 98110

FREDRIKSON STEVEN E
2505 SE ST HWY 160
PORT ORCHARD 98366

GARRIGUES HENRY B MD
15380 GROTLE NE
BAINBRIDGE ISLAND 98110

GASS MICHAEL A MD
WESTSOUND PROF BLDG
BREMERTON 98310

GEHLEN CHARLES J MD
KINGSTON SHOPPING CTR
KINGSTON 98346

GENUIT DAVID MD
1935 WHEATON WAY
BREMERTON 98310

GILBERT RICHARD E MD
PROF BLDG WESTERN CLINIC
GIG HARBOR 98335

GLICK HERBERT E MD
10513 SILVERDALE WY NW
SILVERDALE 98383

GORMAN LARRY M MD
2600 WHEATON WY
BREMERTON 98310

GORMAN LARRY MD
20700 BOND RD NE
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GRACE CHARLES M MD
2871 SE BERGER LN
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1204 SHERIDAN
BREMERTON 98310

HABENER STEPHEN A MD
2635 WHEATON WAY
BREMERTON 98310

HADFIELD DALE MD
900 SHERIDAN
BREMERTON 98310

HADLEY KARL D MD
19282 FRONT ST NE
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